



February 5, 2014

Dr. Rhonda Wells-Wilbon, Board Chair  
Richard Wright Public Charter School for Journalism and Media Arts  
770 M Street, SE  
Washington, DC 20003

Dear Dr. Wells-Wilbon:

The Public Charter School Board (“PCSB”) conducts Qualitative Site Reviews (“QSR”) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school’s charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason(s):

- School designated as Focus by Office of the State Superintendent of Education

### **Qualitative Site Review Report**

A QSR team conducted on-site review visits of Richard Wright Public Charter School for Journalism and Media Arts between December 2 and December 13. The purpose of the site review is for PCSB to gauge the extent to which the school’s goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting in order to observe the school’s governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team’s report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Richard Wright Public Charter School for Journalism and Media Arts. Thank you for your continued cooperation as PCSB makes every effort to ensure that Richard Wright Public Charter School for Journalism and Media Arts is in compliance with its charter.

Sincerely,



Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## EXECUTIVE SUMMARY

Richard Wright Public Charter School (“RWPCS”) serves students in eighth through eleventh grades. The school serves 315 students in ward 6. DC Public Charter School Board (“PCSB”) conducted a QSR in December 2013 because the school was designated as a Focus school by the Office of the State Superintendent of Education’s (“OSSE”) accountability and classification system under the 2012 Elementary and Secondary Education Act (“ESEA”) waiver for their low performance in both Economically Disadvantaged and African American student subgroups.

PCSB conducted observations over a two-week window, from December 2 through December 13, 2013. A team of two PCSB staff members and one consultant conducted observations of 17 classrooms, including classrooms where more than one teacher was present. Observers visited the school on multiple days throughout this two-week window and saw classes in the morning and in the afternoon, with two observers spending whole days at the school. In a few instances, the review team may have observed one teacher twice. In addition to this two-week window, PCSB also attended a board meeting to observe the school’s governance as it relates to fulfilling its mission and charter goals.

Overall, the review team rated 77% of observations as proficient or above in the domain of “Classroom Environment”. The highest rated element within this domain was “Creating an Environment of Respect and Rapport”, with 83% of classrooms rated as proficient or exemplary. In most observations, the talk between teachers and students was uniformly respectful. Additionally, teachers conveyed the importance of learning tasks and established expectations that all students could be successful. Transitions and classroom routines functioned smoothly.

However, the review team rated just 57% of observations as proficient or exemplary in the domain of “Instructional Delivery”. The highest rated element within the Instructional Delivery domain was “Communicating with Students”, with 77% of observations rated as proficient or exemplary. In most observations, teachers stated clearly what students would learn and most students were intellectually engaged in the lesson. While teachers in most classrooms invited students to explain thought processes behind their responses to questions, 59% of observations were rated as satisfactory in “Using Questioning and Discussion Techniques”. In some of these classrooms, questioning followed a single path of inquiry and only a few students were involved in the classroom discussion.

School leadership stated that all 8<sup>th</sup> and 10<sup>th</sup> graders attend weekly Saturday school and students in other grades also have the option to attend. The QSR team did not review a Saturday class and therefore cannot comment on the strength of this program. In general, instructional delivery at the school was not exceptionally strong, with a clear lack of higher-order thinking and assessments being used to gauge instruction.

OSSE designated RWPCS as a Focus school based on the performance of its African American and Economically Disadvantaged subgroups. PCSB collected evidence for the following Focus strategies provided by the RWPCS leadership team: increased professional development around teacher collaboration, increased differentiation in classrooms, more time spent focusing on developing student literacy skills, frequent use of assessment to continually check student progress and target instruction, co-teaching in math classes, increases in instructional time with the use of technology, and an increase home-school connection. PCSB observed evidence of implemented strategies designed to support student literacy skills, co-teaching in math and increase home-school connection.

**CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE**

This table summarizes RWPCS’ goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.</p>	<p>The QSR team observed evidence that RWPCS was fulfilling the school’s mission. Evidence of the mission is posted on the walls of the school, which are covered with pictures, posters, and other artifacts depicting media, books, journalism and art. All students in grades 10 and 11 are enrolled in a journalism class. In these classes, students worked on newspaper projects and learned how to post images in IPhoto and IMovie. Additionally, media articles line the walls of the classrooms. In one journalism class, students worked on a newspaper project in small groups of 2-5 students. Each group consisted of an editor and writer(s). Two observed teachers referenced ROXIE (Reaching Our Excellence in Education) program. ROXIE is the school’s media and journalism program. In a conversation with the school leadership, all students are required to complete a journalism-centered internship before graduation. RWPCS students participated in an array of hands-on experiences outside of school with the aim of exposing students to various media opportunities. Recently, students from RWPCS were invited to participate in a film symposium at the White House where they met directors and members involved in the film industry. Students also traveled to New York City to have a hands-on experience with James Brown, the host of CBS’ The NFL Today Show.</p> <p>The QSR team observed evidence to support the school’s mission to provide a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary. In the hallways there are examples of</p>

Mission and Goals	Evidence
	<p>student work displayed with self-evaluations. All students in grades 9-11 are enrolled in a Latin course aimed to help students develop a better sense of linguistics in order to become better readers and writers. Observers saw several classes with posted vocabulary word walls. In several classrooms, students were assigned writing tasks for homework and students used high-level vocabulary to respond to their teacher or ask questions.</p>
<p>RWPCS students will:</p>	
<p>1. Meet and exceed state requirements for Proficiency in Math and Reading by 5 percent</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>2. 90 percent annual promotion rate</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>3. 100 percent college acceptance rate</p>	<p>For this academic year, RWPCS does not have graduating seniors. The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>4. Meet or exceed grade-level requirements in Reading</p>	<p>While the QSR team could not assess the students' level of reading, non-fiction reading was observed in most of the English classes observed. Teachers in English classes also used "thick and thin" questions which led to discussions where students analyzed the text and content.</p>
<p>5. 80 percent passing rate on the DC Benchmark Assessment System (DC BAS), DC Comprehensive Assessment System (DC CAS), Scantron Performance Test Series and Princeton Review Assessments</p>	<p>The school uses Achievement Network (ANET) benchmark testing. During the observations window, the staff informed the review team that two teachers were at ANET professional development. There was some evidence in the classrooms of ANET testing, with some scores posted on the walls. The QSR team did not observe evidence of other assessments.</p>

Mission and Goals	Evidence
6. Complete mandatory senior project for graduation	For this academic year, RWPCS does not have graduating seniors. The QSR team neither looked for nor observed any evidence related to this goal.
7. Describe and identify the use of media and graphic arts equipment	The QSR team observed some evidence that students used media and graphic arts equipment. In a journalism class, students worked in small groups and learned how to post images in IPhoto and how to transfer images to iMovie.
8. Exhibit RWPCS Character Virtues	The QSR team observed evidence that students exhibit RWPCS character virtues. In most observations, the character virtues were displayed on the walls. The RWPCS character virtues are discussed during “Family Matters” time.
RWPCS management will:	
9. Exemplify mission of the school	The QSR team neither looked for nor observed any evidence related to this goal.
10. Ensure 100 percent academic and fiscal governance and accountability	The QSR team neither looked for nor observed any evidence related to this goal.
11. Secure long-term facility by the end of the fourth year of operation	The QSR team neither looked for nor observed any evidence related to this goal.
12. Make annual financial contributions to school	The QSR team neither looked for nor observed any evidence related to this goal.
13. Commit to continuing their education	The QSR team neither looked for nor observed any evidence related to this goal.

Mission and Goals	Evidence
14. Exhibit RWPCS Character Virtues	The QSR team neither looked for nor observed any evidence related to this goal.
RWPCS teachers will	
15. Exemplify mission of the school	Two teachers referenced the ROXIE (Reaching Our Excellence in Education) program to student in the Media and Journalism classes. Additionally, projects and posters in classrooms and around the school focused on media and art. Teachers created student-centered classrooms to further exemplify the mission of the school.
16. Design lessons to suit individual student learning styles	The QSR team observed some evidence that teachers designed lessons to suit individual student learning styles. Though the QSR team observed small group work in most classrooms, rarely was the content or assignment differentiated for students. In one science class, students participated in a small group of 3-4 students and defined vocabulary words, created 4-5 questions for their classmates to answer, created a content-specific board game, and created flash cards.
17. Demonstrate culturally-responsive instruction	The QSR team neither looked for nor observed any evidence related to this goal.
18. Commit to continuing their education	The QSR team neither looked for nor observed any evidence related to this goal.
19. Exhibit RWPCS Character Virtues	While 83% of the observations in “Creating an Environment of Respect and Rapport” were proficient or exemplary, in some classrooms, interactions between the teacher and students demonstrated occasional disrespect. Overall, teachers were very respectful towards students. The QSR team did not observe any instances of teachers not exhibiting the RWPCS character values.

Mission and Goals	Evidence
RWPCS student goals will:	
20. Ensure performance correlates to mission, goals and Character Virtues	The QSR team neither looked for nor observed any evidence related to this goal.
21. Include opportunities for individual projects to develop personal interests	The QSR team neither looked for nor observed any evidence related to this goal.
22. Focus on obtaining internships and job shadowing opportunities	The QSR team neither looked for nor observed any evidence related to this goal.
RWPCS Parent and community goals will	
23. Encourage RWPCS Character Virtues	The QSR team neither looked for nor observed any evidence related to this goal.
24. Emphasize family participation at school-sponsored events	The QSR team neither looked for nor observed any evidence related to this goal.
25. Show commitment to curriculum by attending parent-teacher conferences and other events	The QSR team neither looked for nor observed any evidence related to this goal.
Board Governance	On November 9, 2013, a PCSB staff member observed a RWPCS board meeting. Ten board members attended the meeting. The board and school leadership discussed the recently released 2013 PCSB Performance Management Framework (“PMF”) and the annual gala held in May. EdOps also gave a presentation to the board regarding the school’s finances. The school had a surplus as a result of higher than budgeted enrollment. The board discussed how to allocate the funds.

## CLASSROOM ENVIRONMENTS<sup>1</sup>

This rubric summarizes the school’s performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 77% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>The review team rated 83% of observations as proficient or exemplary in “Creating an Environment of Respect and Rapport”. Generally, teachers were caring towards students. In one classroom, a teacher referred to all students as “sir”, “Mr.” and “Ms.” Throughout classrooms, talk between the teacher and students, and among students was uniformly respectfully. Students generally paid close attention to what teachers were saying. Teachers frequently provided positive feedback throughout lessons as students participated, using phrases such as “Great job” and “I know that everyone’s going to be a model student.” In one classroom, students encouraged a peer to stop being disruptive.</p> <p>In approximately 20% classrooms, interactions between the teacher and students demonstrated occasional disrespect. For example, in one classroom, although the students were kind to each other and to the teacher, the students were observed talking while the teacher attempted to explain the lesson.</p>	Limited	0%
		Satisfactory	17%
		Proficient	71%
		Exemplary	12%
<b>Establishing a Culture for Learning</b>	<p>Observers rated 65% of observations as proficient or exemplary in “Establishing a Culture for Learning”. Teachers in these rooms demonstrated genuine passion for their subject-area. Teachers clearly communicated expectations for learning, as in one classroom a student visited the data wall and informed the teacher that they planned to “move up after the next test”. Teachers also demonstrated a high regard for student ability. In an English classroom, the teacher reviewed students’ work and stated “I want you all to take a risk...” In a history classroom, there</p>	Limited	6%
		Satisfactory	29%

<sup>1</sup> Teachers may be observed more than once by different review team members.



Class Environment	Evidence Observed	School Wide Rating	
	<p>were virtues posters on the wall that outlined “responsibility, citizenship, diligence, and integrity.”</p> <p>In 35% of the observations, students demonstrated low commitment to learning. In one classroom, the teacher had to continually reinforce expectations due to the number of students who were off task. In a few classrooms, students put their work away well before the class ended and did not appear to want to improve their understanding of the content. In classrooms where students were disengaged, the teacher did not set the expectation for all students to participate.</p>	Proficient	53%
		Exemplary	12%
<b>Managing Classroom Procedures</b>	<p>The review team rated 77% of observations as proficient or exemplary in “Managing Classroom Procedures”. Observers noted that there was little loss of instructional time throughout these classrooms, as teachers implemented effective procedures. For example, in several observations teachers implemented a system for collecting assignments, routines for hall passes, and routines for students to obtain missed previous work. In multiple classrooms, students began productive work as soon as they entered the classroom, thus maximizing instruction time. Students generally transitioned smoothly from small group to whole-class activities. Once in small groups, students were productively engaged in learning activities as one or two teachers circulated throughout the classrooms to monitor students.</p> <p>In one quarter of the classrooms, small groups of students not working with the teacher were not engaged in the learning tasks and opted to socialize instead. In one science classroom, though procedures for transitions seemed to had been established, their execution was rough and students needed to ask clarifying questions about the procedures.</p>	Limited	0%
		Satisfactory	23%
		Proficient	59%
<b>Managing Student Behavior</b>	<p>The review team rated 82% of observations as proficient or exemplary in “Managing Student Behavior”. Overall, there were few instances of student</p>	Limited	6%

Class Environment	Evidence Observed	School Wide Rating	
	<p>misbehavior. Many teachers monitored student behavior and pre-empted negative behavior using proximity as they circulated the classrooms. Teachers' responses to rare instances of misbehavior were effective. In most classrooms, classroom rules were posted on the wall. Teachers throughout the school praised students for positive behavior.</p>	Satisfactory	12%
	<p>In a small number of classrooms, teachers' attempts to maintain order were met with limited success. In one classroom, students continued to treat one another disrespectfully as the teacher attempted to regulate them through threats to call the students' parents. In another classroom, the teacher's response to misbehavior was inconsistent. To one student the teacher asked the student to stop talking and to complete the assignment. To another student talking and off-task, the teacher did not respond to the student's observed misbehavior.</p>	Proficient	71%
		Exemplary	11%

## INSTRUCTIONAL DELIVERY

This rubric summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 57% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	<p>The review team rated 77% of observations as proficient or exemplary in “Communicating with Students”. Teachers generally presented content clearly with no content errors and invited student participation. Teachers gave students clear directions on the purpose of the lesson and on learning tasks. In almost every classroom, the teacher posted and referred to the lesson’s unit, topic, standard, objective and R.E.A.C.H. problem. In one history classroom, the teacher posted the assignment on the board and explained the various learning activities. In a science classroom, the teacher continually referenced what the students should master by the end of class. In a math class, the teacher invited students to explain the rules for solving inequalities and students provided the class with graphical representations.</p> <p>In some classrooms, the instructional purpose was unclear. Students in one classroom continued to be off-task, as they appeared confused about what to do next. In a math classroom, students had few opportunities to participate in content because the teacher’s explanation of the content consisted of a monologue.</p>	Limited	0%
		Satisfactory	23%
		Proficient	59%
		Exemplary	18%
<b>Using Questioning and Discussion Techniques</b>	<p>The review team rated 41% of observations as proficient or exemplary in “Using Questioning and Discussion Techniques”. During these observations, teachers presented questions that allowed for multiple answers, such as when a teacher</p>	Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>asked students to describe their strategy for solving equations or teachers used the terms “thick and thin questions” – a strategy implemented to encourage student thinking and analysis of text and content. In some classrooms, teachers asked students to respond to each other. For example, in one math classroom, students used the triangle sum theorem to find unknown angle measures. One student explained the work completed by a fellow classmate.</p> <p>In more than half of the classrooms questioning followed a single path of inquiry, often inviting one-word answers from students. In one classroom, the teacher asked the students questions about various elements that required only recall and Yes/No responses from students. In a few classrooms, observers saw little to no discussion; in one such classroom, only three students participated in discussion and questioning. In two other classrooms, although the teachers called on many students, only a small number of students actually participated in the discussion.</p>	Satisfactory	59%
		Proficient	23%
		Exemplary	18%
Engaging Students in Learning	<p>The review team rated 65% of observations as proficient, with no classrooms rated as exemplary, in this element. In these classrooms, teachers encouraged intellectual engagement by asking students to present content. In one math class, the students solved the algebraic equations and explained their step-by-step processes to the rest of the class. In a science classroom, all students were required to present an example of a “changing matter”. In most of the observations, activities were aligned with the goals of the learning objectives.</p> <p>In 35% of the observations, student engagement appeared low. In one class, students worked in small groups, and the teacher attempted to circulate and check in with all groups. Students who had questions on the content got off-</p>	Limited	6%
		Satisfactory	29%
		Proficient	65%

Instructional Delivery	Evidence Observed	School Wide Rating	
	task, as the teacher did not have enough time to reach all of the groups. In another English classroom, the student engagement with the content was primarily passive and the students had no choice in how they completed the learning activities.	Exemplary	0%
<b>Using Assessment in Instruction</b>	The review team rated 47% of observations as proficient or exemplary in “Using Assessment in Instruction”. In these classes, teachers used diverse strategies to assess student learning. In one math classroom, two students stated they did not understand how to find unknown angle measures. The additional teacher in the room pulled the two students to the side and provided additional instructional support. After the two students learned how to find unknown angle measures, the students presented their solution set to the entire class. In an elective class, students corrected errors on a test from the previous week.	Limited	12%
		Satisfactory	41%
	However, in the majority of classrooms, observers did not see evidence of proficient use of assessments. In one classroom, observers saw no attempts to gauge student understanding as the lesson consisted entirely of a teacher monologue. In another classroom, the teacher used completion of the learning activity to assess understanding, without looking or giving feedback on the quality of students’ work. In a few classrooms, although the teacher attempted to gauge students’ understanding through questioning, the teachers only called on students who were raising their hands without ensuring that all students’ understand.	Proficient	41%
		Exemplary	6%

**APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.

**APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC**

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Communicating with Students</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.



## SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes

- 1) Richard Wright PCS for Journalism and Media Arts intervention and support strategies for its African American and Economically Disadvantaged subgroups, as detailed in its web-based tool; and,
- 2) The evidence that the PCSB staff member observed of the school implementing the strategies between December 2, 2013 through December 13, 2013 for the purposes of the 2012 ESEA Flexibility Waiver.

Schools that have been identified as Focus schools in August 2013 are in the beginning stages of their implementation; as such PCSB uses only the two-week observation window to gather evidence as to the school’s initial implementation, as opposed to the two-week observation window plus a scheduled day of strategies. As such, it may not be possible to observe certain strategies chosen by the school. PCSB will attempt to observe these strategies in the next monitoring visit in Spring 2014.

In cases where PCSB did not have the opportunity to observe the strategy, we will use the standard language of ‘While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.’ Different language will be used to indicate poor implementation of a given strategy.

Please note that much of the evidence for the implementation of intervention and support strategies was seen through classroom observation, and was aligned to the *Framework for Teaching*. As such, PCSB noted the specific classroom observation elements that speak to these strategies, where appropriate, in order to avoid repetition.

Strategy Described in Intervention Plan	School’s Description of Strategy on the Ground	Evidence
1. Increasing professional development around teacher collaboration.	<ul style="list-style-type: none"> <li>▪ PCSB should see some similar branding across classrooms. For example, all classes have a focus on REACH. This is an engagement strategy into the lesson that leads into each lesson. This is built around teacher collaboration. Ex. If we're doing English and</li> </ul>	The review team observed evidence to support similar branding across classrooms. In almost every observation, the review team observed a focus on REACH. In one math classroom, REACH appeared on the

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	<p>the class is working on interpretation, PCSB may see the strategy in other classes. You should see collaboration across strategies.</p> <ul style="list-style-type: none"> <li>▪ PD has also focused on Team Teaching: Math, ex. PCSB will see the general math teacher and another math teacher that would be in the classroom to help small groups, or provide an extra explanation around content. If students are doing equations, a different teacher may be working with a group that needs remediation. Special education would be involved as well. Team teaching occurs mainly in ELA and math.</li> </ul>	<p>smartboard and students were asked to solve for “y”. In another math class, the REACH problem appeared on the whiteboard. Students were instructed to identify the type of angle and the sum of the interior angles. In an elective class, the REACH required students to translate words from English into Latin. In a science class, the REACH required students to identify the phases of matter and to explain how these molecules are arranged and to provide an example of each. The teacher required student responses to be at least one paragraph.</p> <p>The review team observed only one example of team-teaching in math classrooms. In this math classroom, two students stated they did not understand how to find unknown angle measures. The additional teacher in the room pulled the two students to the side and provided additional instructional support. After the two students learned how to find unknown angle measures, the students presented their solution set to the entire class</p>

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
2. Increased differentiation in classrooms	<ul style="list-style-type: none"> <li>▪ Team teaching involves multiple adults in the classroom, checking in and providing feedback to individual students.</li> <li>▪ Teachers differentiate instruction by creating action plans based on data to reteach where necessary. Action plans are done with ANet, focusing on math and reading. PCSB should see customized instruction.</li> </ul>	<p>The review team observed little evidence of co-teaching. For example, the review team observed one math, journalism and elective classrooms with multiple adults and zero science classrooms with multiple adults. In a journalism class, both adults helped students working in small groups complete their Newspaper projects.</p> <p>The review team observed no evidence of teachers' differentiated instruction by creating action plans based on data to reteach where necessary.</p>
3. More time spent focusing on developing student literacy skills	<p>Richard Wright PCS has hired two additional reading teachers in order to teach a reading fundamentals class for 8th graders.</p> <ul style="list-style-type: none"> <li>▪ School leadership has focused on teaching reading skills across the curriculum, beyond just ELA. Explicit reading skills should be taught in both Science and Social Studies.</li> <li>▪ Richard Wright PCS uses the program Testourkids.com. PCSB should see students in the lab in the library. Some of the students are brought out of reading. Some of the students are brought out of English. This determination is made by the reading coordinator. All of the 8th graders do Reading Fundamentals and Testourkids.com. A portion of the tenth graders are brought out of the English to do</li> </ul>	<p>The review team observed time spent focusing on developing student literacy skills and reading skills taught in Science. In one science class, the teacher reviewed expectations for the class research paper. The students were instructed to complete a research paper based off the Ben Carson movie and book titled "Gifted Hands". In one journalism class, the teacher posted a word wall and provided the class with punctuation examples. In a Latin class, the teacher posted a word wall that contained Latin root words and students worked on a reading assignment. Students were</p>

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	testourkids.com.	instructed to develop a mnemonic device. The review team observed students using the online "Test Our Kids" program.
4. Frequent use of assessment to continually check student progress and to continue targeting instruction	Richard Wright uses a wide range of assessments to benchmark students throughout the year. These include ANet (four before DC CAS) and Discovery Ed. As a result, instruction should be highly differentiated for students.	While this strategy may be in place, the review team did not see students assessed via ANet or Discovery Ed. However, two teachers referenced that ANet is administered.
5. Co-teaching in math	Co-teaching in math provides the opportunity for students to receive more differentiated support and feedback from teachers.	The review team only observed one example of co-teaching in math. For a more detailed description please see strategy #1 listed above.
6. Increases in instructional time with the use of technology	Students have the opportunity for more instructional time using online programs. Richard Wright PCS has a library where students can access online programs, going through various modules in the Learning Lab. Students have additional instructional time during Saturday school. Saturday school is mandatory for 8th and 10th graders. Ninth graders are filtered in according to need. There is also additional instructional time after school, when teachers coach class and study groups	While this strategy may be in place, the review team did not observe students in the Learning Lab, or students attending Saturday school. However, two teachers and an administrator referenced that Saturday school is mandatory for all 8 <sup>th</sup> and 10 <sup>th</sup> graders.
7. Increase home-school connection	Through an emphasis on homework and accountability for completing homework, teachers are constantly giving students feedback to make the connection between what they do in	The review team observed evidence of home-school connections. In several observations, teachers implemented

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	<p>school and what they do at home. Because students have to turn in their homework at the beginning of the day, school leadership is able to connect with parents in situations where students are not completing homework.</p>	<p>“Academic Camp” – approximately the last 10-15 minutes of class where students were instructed to start their homework and ask the teacher for help if they did not understand a component of the assigned work.</p>