



July 9, 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 2014 Memorandum of Understanding that PCSB has with the Office of the State Superintendent of Education (OSSE) around implementation of the 2012 Waiver to the Elementary and Secondary Education Act, PCSB must “Ensure that public charter schools identified as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school’s Intervention and Support Plan” (p.5). Your school was selected to undergo a QSR during the 2013-14 school year for the following reason:

School is designated as Focus by Office of the State Superintendent of Education for low performance with both Economically Disadvantaged and African American student subgroups.

Please see the following link for information about the requirements for exiting Focus status:  
[http://osse.dc.gov/sites/default/files/dc/sites/osse/release\\_content/attachments/OSSE\\_Revisions%20-%20Executive%20Summary%20-%20All%20Principles%20-%205%2017%2012%20FINAL.pdf](http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/OSSE_Revisions%20-%20Executive%20Summary%20-%20All%20Principles%20-%205%2017%2012%20FINAL.pdf)

### **Qualitative Site Review Report**

A QSR team conducted on-site review visits of Richard Wright Public Charter School for Journalism and Media Arts between May 12 through May 23, 2014. School leadership also asked the QSR team lead to attend the school on April 30, 2014 in order to observe how the school’s Focus intervention strategies are being implemented in classrooms.

The QSR team’s report is attached. 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 (RW PCS) serves students in eighth through eleventh grades, and is growing include twelfth grade. The school serves 315 students in Ward 6. RW PCS earned a score of 35.8% and a Tier 2 designation on the Public Charter School Board's (PCSB) 2013 Performance Management Framework (PMF). DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in April/May 2014 because the school was designated as a Focus school by the Office of the State Superintendent of Education's (OSSE) in 2013 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 QSRs for ESEA monitoring requirements during the following periods: fall 2013 and spring 2014. RW PCS received a full QSR in spring 2014 because the school had fewer than 50% of the points possible on the 2013 Performance Management Framework (PMF). The QSR team conducted observations during both the scheduled day on April 30, 2014 and the observation window from May 12 through May 23, 2014. A team of one PCSB staff member and two consultants conducted observations of 15 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 one observer spending a whole day at the school. In a few instances, the review team may have observed one teacher twice. Additionally, the QSR team attended a scheduled day of turnaround strategies on April 30, 2014 to observe the implementation of the school's Focus intervention strategies.

OSSE designated RW PCS 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 RW PCS 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 some evidence of implemented strategies designed to support student literacy skills, co-teaching in math and an increased home-school connection.

The QSR team scored 63% of the observations as proficient or exemplary for the Classroom Environment domain. This was lower than the December 2013 QSR average of 77% for this domain. Most notably, there was a decline in the number of observations scoring proficient or exemplary in the Managing Classroom Procedures component. Instructional time was not always maximized in some of the classrooms. This was due to some of the classes not starting on time, some students not being productively engaged during class work or no fillers designed for students who completed their assignments before their peers. The highest area of performance in this domain was Creating an Environment of Respect and Rapport, with 87% of classrooms rated as proficient or exemplary. Nearly all communication observed between students and teachers were uniformly respectful. Some of the teachers demonstrated knowledge about the students' lives outside of the school.

The QSR team scored 52% of the observations as proficient or exemplary for the Instructional Delivery domain. This was also slightly lower than the December 2013 QSR average of 57% for this domain. This was due to a decline in the number of observations scoring proficient or

exemplary in the Using Questioning and Discussion Techniques component. In some observations students engaged in rich discussions and engaged with each other on content with minimal prompting from the teacher. However this was not the trend school wide. There were many classrooms where students did not participate in discussions and some of the questions posed to students were of low cognitive challenge. The highest area of performance in this domain was Communicating with Students. During several observations the teachers made the instructional purpose of the lesson and each learning activity clear to students. The teachers activated prior knowledge and their directions and procedures were explained very clearly.

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

This table summarizes RWPCS’s 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 Review Visit.

Mission and Goals	Evidence
<p>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 RW PCS was fulfilling some aspects of the school’s mission.</p> <p><i>Well-versed media contributors</i>                      The team observed a meeting where the students were discussing a student-led filming project, called “Friday at Richard Wright”, inspired by the screen production, “Friday.” The students produced a newspaper called The Wright Pages, which is displayed on televisions throughout the school. There were hall displays of pictures taken by students from the graphic design class. Students were also observed using media and graphic arts equipment for video editing and print editing during their lunch period. Journalism classes are taken by 10th and 11th graders, according to the schedule. There is evidence through photographs and student work that students spend time with experts in the media field.</p> <p><i>Student-centered environment</i>                      The team observed a debate, which was led by students in the reading class. There were also several lessons, which integrated technology and permitted students to use technology to access the learning material. However several of the other observations were traditional, teacher-led instruction and learning activities.</p> <p><i>Connection to the classics and modern languages</i>                      Students take a Latin class beginning in 9<sup>th</sup> grade. There are no other languages offered to students per the master schedule. However, a student was overheard discussing their Spanish class that was offered during the electives period.</p>

Mission and Goals	Evidence
	<p><i>Curriculum focused on strong writing skills and vocabulary</i></p> <p>There were several examples of a focus on vocabulary skills, but there were few examples of an emphasis on strong writing skills outside of the daily R.E.A.C.H. (Read, Evaluate, Analyze, Comprehend, Highlight) activity or journal writing. There were word walls in most classrooms with discipline related vocabulary and concepts. Vocabulary development was observed in several classrooms. In one observation the teacher referenced the writing process as students were developing an essay. The students completed little to no work in this class because technology was not available for the lesson.</p>
<p>1. Meet and exceed state requirements for Proficiency in Math and Reading by 5 percent</p>	<p>According to the master schedule, the school offers reading courses for two sections of 8th grade students and two sections of 11th grade students. In one of the reading courses, the class was reading <i>The Pact</i> aloud and having a rich discussion about the text. In another reading class observation, students practiced writing outlines and creating persuasive narratives in response to their reading. However, the learning objective was not posted or communicated to students and the assignment did not appear to be connected to the reading curriculum in another reading class. In one of the English classes, some students were listening to an audio recording of the classroom novel, while others read the same book on their iPads and smart phones.</p> <p>In one of the math classrooms, the teacher used online videos to teach mnemonic devices to support learning the distance and midpoint formulas. The teacher was able to help students understand how a formula worked by connecting it to the Pythagorean Theorem. In another math classroom the same objective was posted for several days and students were learning about math concepts outside of the curriculum. In one math classroom, there were content errors made by the teacher while reviewing the homework with the students.</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, RW PCS does not have graduating seniors. The</p>

Mission and Goals	Evidence
	QSR team neither looked for nor observed any evidence related to this goal.
4. Meet or exceed grade-level requirements in Reading	Please see evidence provided for Goal #1.
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	The school currently uses ANet for interim assessments. One of the school administrators was observed training a new teacher on the school's cycle for assessing and re-teaching students using some of the online tools provided by ANet.
6. Complete mandatory senior project for graduation	For this academic year, RW PCS 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	Please see evidence provided for the Mission.
8. Exhibit RWPCS Character Virtues	Please see evidence provided for "Creating an Environment of Respect and Rapport" and "Managing Student Behavior".
RWPCS management will:	
9. Exemplify mission of the school	Please see evidence provided for the Mission.
10. Ensure 100 percent academic and fiscal governance and accountability	Several administrative staff members conducted classroom observations during the observation window.
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.
14. Exhibit RWPCS Character Virtues	All of the adults at RW PCS were observed being kind, respectful and caring towards each other and all students.
RWPCS teachers will	
15. Exemplify mission of the school	Please see evidence provided for the Mission.
16. Design lessons to suit individual student learning styles	Some lesson activities were designed to integrate different learning styles for visual, kinesthetic, and auditory learners. This was notable during the course where students could choose between listening to an audio recording of a novel or reading the novel using an electronic device. However, there was minimal evidence that work was

Mission and Goals	Evidence
	individualized for unique student learning styles.
17. Demonstrate culturally-responsive instruction	During several classroom observations, the teachers made connections to the students' community. In the reading class, students were reading an auto-biography about three African-American men that grew up in Newark and ultimately became doctors. There were several displays around the school about successful African Americans.
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	All of the adults at RW PCS were observed being kind, respectful and caring towards each other and all students.
RWPCS students 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 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.

## CLASSROOM ENVIRONMENT<sup>1</sup>

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 63% of the observations as "proficient" or "exemplary" for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	The QSR team rated 87% of observations as proficient or exemplary in Creating an Environment of Respect and Rapport. In most classrooms verbal exchanges between students and with the teacher were positive. There were very few instances of students using disrespectful talk towards one another or towards the teacher. Most of the teacher responses to misbehavior were direct but maintained respect for the students' dignity. One teacher used examples of students' lives outside of school during a math lesson as he referenced geographical landmarks in their community.	Exemplary	14%
	The QSR team rated 13% of observations as below proficient in Creating an Environment of Respect and Rapport. In two classrooms some students were disrespectful to the teacher, reluctantly following directions.	Proficient	73%
		Satisfactory	13%
	Limited	0%	
<b>Establishing a Culture for Learning</b>	The QSR team rated 53% of observations as proficient or exemplary in Establishing a Culture for Learning. Many teachers showed a passion for their subject area content as evidenced by the excitement in their tone and detailed explanations. Several teachers recognized student effort by praising their work. In some of the classes, students asked questions without teacher prompting to ensure that they understood the materials. There were also many observations where teachers regularly called on students randomly to answer questions.	Exemplary	20%
		Proficient	33%

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



Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated 47% of observations as below proficient in Establishing a Culture for Learning. There were several classrooms where teachers appeared to expect low-levels of student participation, including tolerating sleeping or not completing class work. In some classrooms students socialized more than engaged in learning.	Satisfactory	47%
		Limited	0%
<b>Managing Classroom Procedures</b>	The QSR team rated 40% of observations as proficient or exemplary in Managing Classroom Procedures. Several classrooms began the lesson with a short warm-up activity, referred to as the “R.E.A.C.H.”. This activity often involved using technology, writing, and sharing learning with peers. In many classrooms students helped distribute papers to their peers and in some classes, materials were prepared for students in advance so that they could work efficiently.	Exemplary	0%
		Proficient	40%
	The QSR team rated 60% of observations as below proficient in Managing Classroom Procedures. In these observations instructional time was lost due to students being allowed to socialize during work time and down time while teachers graded papers. Teachers arrived five to ten minutes late to class in at least three classes. Time was lost in one classroom because neither the teacher nor student knew where the student’s previous work was. In another classroom, the computer lab was unavailable for a planned activity, so most students sat idle during the classroom observation.	Satisfactory	53%
		Limited	7%
<b>Managing Student Behavior</b>	The QSR team rated 74% of observations as proficient or exemplary in Managing Student Behavior. Overall students were well-behaved and exhibited appropriate	Exemplary	7%

Classroom Environment	Evidence Observed	School Wide Rating	
	behaviors. The vast majority of students demonstrated responsibility and respect both in classrooms and hallways. The standards for behavior were posted in various places throughout school. There was a general absence of misbehaviors in the hallways, classrooms, and during school-wide activities such as the assembly, breakfast, and lunch.	Proficient	67%
	The QSR team rated 27% of observations as below proficient in Managing Student Behavior. In some observations non-academic conversations were tolerated during independent work sessions creating a loss of academic time. One teacher struggled with students not complying with their requests to complete activities or move seats.	Satisfactory	27%
		Limited	0%

## INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. The QSR team scored 52% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	The QSR team rated 67% of observations as proficient or exemplary in Communicating with Students. Most of the classroom instruction was purposeful with clear instructions and effective use of spoken and written language. Most teachers used appropriate academic language to communicate learning material. Some teachers used creative metaphors and analogies to bring content to life. There was a common blackboard configuration observed in several classrooms with the posted objective, learning activities and other important information relevant to the lesson.	Exemplary	7%
		Proficient	60%
	The QSR team rated 33% of observations below proficient in Communicating with Students. In some observations the purpose of the lesson or work time was never communicated to students. There were content errors made which impacted student understanding of the lesson in one classroom.	Satisfactory	33%
		Limited	0%
<b>Using Questioning and Discussion Techniques</b>	The QSR team rated just 27% of observations as proficient or exemplary in Using Questioning and Discussion Techniques. The questions and discussions ranged in quality across the classrooms. Several teachers called on students randomly to answer questions and several students were observed asking higher order questions without prompting from the teacher. Most classrooms integrated content specific questioning with the presentation of text material	Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	(using textbooks to locate specific answers and asking questions following the reading of specific passages); however, questioning techniques ranged in critical thinking quality. During one of the classes, students engaged with each other in a timed debate.	Proficient	27%
	The QSR team rated 73% of observations below proficient in Using Questioning and Discussion Techniques. Although question/answer sessions were observed in some classrooms, there was a lack of rich and robust discussion among students school wide. Most teachers did not facilitate students building on each other's' ideas. In one observation a teacher actually silenced a student who wanted to build on the idea of a peer. In some classrooms there were very few to no teacher or student questions observed at all.	Satisfactory	60%
		Limited	13%
<b>Engaging Students in Learning</b>	The QSR team rated 60% of observations as proficient or exemplary in Engaging Students in Learning. There was a strong alignment between the activities and the lesson objective in most observations. There were high levels of student motivation observed in several classrooms. Some teachers used different groupings – such as paired or team activities, which were suitable to the lesson objectives. Some teachers used a variety of technology to supplement the lesson. Students were also permitted to use their cell phones to research information or as an aid while giving a presentation.	Exemplary	7%
		Proficient	53%
	The QSR team rated 40% of observations below proficient in Engaging Students in Learning. There were few observations of grouping for instruction or a variation of teaching techniques to address the learning needs of the students. The pacing in some lessons was uneven as well: suitable in some parts of the lesson, but rushed or dragging in others. Only a few students were intellectually engaged.	Satisfactory	40%
Limited		0%	

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Using Assessment in Instruction</b>	<p>The QSR team rated 53% of observations as proficient or exemplary in Using Assessments in Instruction. Several classes were working on completing long-range tasks and projects such as science fair projects, digital advertisements or essays. Teachers used traditional tests, group projects and individual projects to assess students. In some classrooms the teachers provided feedback to students while circulating the classroom. Several teachers distributed rubrics to students for their assignments, which students seemed to be familiar with using to understand how they would be evaluated. Some teachers made adjustments to the lesson to enhance understanding. One teacher asked students to stomp their feet if they understood a concept and quickly retaught it when several students were not clear on the material.</p>	Exemplary	0%
		Proficient	53%
	<p>The QSR team rated 46% of observations below proficient in Using Assessments in Instruction. In some observations the teachers sat at their desk while students completed assignments – without providing constructive feedback. In another class there was no stated or written criteria for a student project that was assigned. There were also several observations where the lesson was not closed with any type of assessment or reflection to gauge student understanding.</p>	Satisfactory	33%
		Limited	13%

**APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>Classroom Environment</b>	<b>Limited</b>	<b>Below Proficient</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.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
<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**

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
<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	Below Proficient	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) RW PCS's intervention and support strategies as detailed in its web-based Intervention and Support Plan; and,
- 2) The evidence that the QSR team member observed of the school implementing those strategies during both the scheduled day on April 30, 2014 and the observation window from May 12 through May 23, 2014 for the Spring 2014 QSR for the purposes of the 2012 ESEA Flexibility Waiver.

PCSB leaves it to the discretion of school leadership to determine the best use of time during the scheduled day of observations for the purposes of Focus/Priority intervention strategies. Therefore it may not be possible to observe certain strategies chosen by the school. In cases where PCSB did not have the opportunity to observe the strategy, we will use the following statement: "While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy."

Please note that much of the evidence for the implementation of intervention and support strategies was observed through classroom observation and was aligned to the *Framework for Teaching*. The QSR team 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
<p>1. Increasing professional development around teacher collaboration.</p>	<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 the class is working on interpretation, PCSB may see the strategy in other classes. You should see collaboration across strategies.</li> <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><i>Team Teaching</i></p> <p>There was one example of team teaching in the 11th grade Algebra class. Team teaching was observed on the scheduled day, but the teachers were not observed team teaching during the same class period during the unscheduled window. The observer was uncertain how often the team teaching occurs since one of the teachers didn't appear to know any of the students' names. During the team-teaching lesson, the teachers taught a lesson together and provided support to students when they had questions about the classwork. There were no small groups or differentiation of instruction observed during this lesson. Team teaching was not observed in any ELA classrooms.</p> <p><i>Similar Branding</i></p> <p>Please see evidence for the R.E.A.C.H. (Read, Evaluate, Analyze, Comprehend, Highlight) strategy in the "Managing Classroom Procedures" section. Several classrooms had similar blackboard configurations displaying the objectives, standards and daily agenda.</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><i>Team Teaching</i></p> <p>Please see evidence in strategy #1.</p> <p><i>Differentiated Instruction</i></p> <p>One of the teachers was observed being trained on using the online tool for the Achievement Network “ANet” interim assessment. The teacher was trained on how to create assessments aligned to standards after the ANet re-teaching window. The QSR team was able to view other teacher-created action plans and assessments within the online tool. However the QSR team did not observe these being implemented in classrooms or any customized instruction for students based on teacher-designed action plans.</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</li> </ul>	<p>The QSR team observed the reading teacher teaching a section of 8<sup>th</sup> graders and also observed a section of 11<sup>th</sup> graders in reading class. There was no evidence of explicit reading skills being taught outside of the curriculum. Students were observed in the library using the Testourkids.com program.</p> <p>Please see goal #1 for additional evidence</p>

Strategy Described in Intervention Plan	School's Description of Strategy on the Ground	Evidence
	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 testourkids.com.	of Reading instruction.
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.	Please see goal #5 for evidence of this strategy.
5. Co-teaching in math	Co-teaching in math provides the opportunity for students to receive more differentiated support and feedback from teachers.	Please see evidence for strategy #1.
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	<p><i>Technology Integration</i></p> <p>One of the teachers referenced a website for a class project – booksshouldbefree.com to download a book needed to complete a project. Several observations integrated technology using various strategies.</p> <p><i>Saturday school/After school</i></p> <p>While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.</p>
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	Homework is collected daily from students every morning during breakfast. The ELL Coordinator and Reading Specialist were

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	<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>observed collecting homework from students and organizing it by teacher. Teachers picked up the homework after breakfast from the homework collection location. The principal reported that the parent liaison coordinator calls parents daily when homework is missing. While the daily calls may be taking place, PCSB did not look for nor observe evidence of this practice.</p>