

# **Attachment A**

# **Attachment B**

# **Attachment C**



## **Early Childhood Academy Public Charter School**

### **Background**

Early Childhood Academy Public Charter School (ECA) was founded in 2005. The mission of the school is to “foster the academic and social/emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers who will thrive for a lifetime as productive and caring citizens.” ECA’s current enrollment is 226 students in grades Preschool-3. In addition to the core subject areas of reading/language arts, mathematics, science, and social studies, ECA provides special classes in music, Spanish and physical education for Pre-School and Pre-Kindergarten students.

Approximately two years ago, ECA began a relationship with AppleTree Institute to share best practices in early childhood instruction. From this collaboration, the school decided to adopt elements of the Common Core Standards, OSSE’s Early Learning Standards and the DC Learning Standards to support its Creative Curriculum model. The new/blended curriculum, which the school full implemented this year, has an instructional timeline, target skills in Houghton Mifflin *Reading/ McGraw-Hill Math Connects*, Standards, Learning Objectives, Assessments, and Curriculum Resources. When the school partnered with AppleTree and the DC Partnership for Early Literacy, it moved to the OWL instructional program for all preschool and prekindergarten students. ECA continues to incorporate the tenets of Creative Curriculum, including exploration and discovery through child-initiated learning combined with whole and small group teacher-directed instruction. As well, ECA continues to administer the Creative Curriculum Developmental Continuum Individual Child Profiles, as indicated the original Accountability Plan. ECA believes, however, that OWL provides a more structured approach to teaching and learning and supports effective instructional strategies to ensure greater consistency in the quality of teaching from classroom to classroom.

ECA passed the Preliminary Charter Review last year, but its third grade students did not perform well on the DC CAS in both reading and mathematics. Nearly 37% of the thirty-one students tested demonstrated proficiency in reading, while only 20% of those same students demonstrated proficiency in mathematics. In response to the scores, ECA has implemented a “Three at Three” after-school program, which has been established to support all 2nd and 3rd grade students in reading and math in preparation for the 2011 DC CAS. Additionally, the school is using data from formative assessments to modify instruction in “real-time” to support student learning and they are engaged in vertical discussions to ensure articulation of grade level expectations. Most importantly, the principal acknowledges that the instructional staff is in need of *and* is receiving training in techniques to develop critical thinking skills at all grade levels.

ECA was recently accepted as a candidate for accreditation by the Middle States Association of Colleges and Schools and is scheduled to begin its Self Study in spring 2011. The school operates

## **Early Childhood Academy Public Charter School**

at two locations (close in proximity), but continues to seek a facility to accommodate its student population and expanding program offerings.

Based on the information available, PCSB believes that the Early Childhood Academy PCS has solid fiscal management processes in place. The school's audit reports (FY06-FY10) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform exceptionally well in terms of cash flow and liquidity management primarily because of its minimal reliance upon debt as a resource. For the year ending June 30, 2010, the school's net assets approached \$1.8 million up \$421K from FY09 year-ending results. Additionally, the school's liquidity ratio of 7.2 indicates that the school possessed \$7.2 of liquid assets for every \$1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

# **Attachment D**

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter Action Requiring a Vote

- ☐ Charter Application Approval (15 yrs)
- ☐ Charter Application Denial
- ☐ Charter Renewal (15 yrs)
- ☐ Charter Non-renewal
- ☐ Charter Review—Recommend Continuance (5 yrs)
- ☐ Charter Review—Recommend Revocation
- ☒ Charter Amendment Request—Approval or Denial
- ☐ Enrollment Ceiling Increase Request—Approval or Denial
- ☐ Charter Warning
- ☐ Lift Charter Warning
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke Charter
- ☐ Board Action, Other \_\_\_\_\_

### Non-Voting Board Items

- ☐ Operate in a New Location
- ☐ Approve Change to Charter
- ☐ Public Hearing
- ☐ Discussion Item

### Policies

- ☐ Open for Public Comment
- ☐ New Policy
- ☐ Amend Policy

**PREPARED BY:** Laterica Quinn, Equity and Fidelity Specialist

**SUBJECT:** Charter Amendment – Early Childhood Academy Public Charter School  
• Goals and Student Academic Achievement Expectations

**DATE:** August 18, 2014

*A hearing on the following Board Action occurred at PCSB's July 21, 2014 meeting. No public comment was submitted for this proposal.*

### **Recommendation**

The DC Public Charter School Board ("PCSB") staff recommends that the PCSB Board approve the charter amendment request of Early Childhood Academy Public Charter School ("ECA PCS") to amend its existing goals to adopt as its measure of goals and academic achievement expectations ("expectations") the indicators listed in the Early Childhood Performance Management Framework ("EC PMF"), and approve the PCSB Board Chair John H. "Skip" McKoy to sign the amendment on behalf of the Board.

### **School Background**

ECA PCS opened in August 2005 and is chartered to serve 300 students in grades Prekindergarten-3 through third grade. ECA PCS is currently at capacity at the two facilities the school currently occupies, with 265 students enrolled for SY 2013-2014. The school's charter is up for renewal in SY 2020-21.

From 2006 to 2009, ECA PCS met all targets based on the Accountability Plan approved by PCSB. In the plan, academic outcomes were based on student data from the Teaching Strategies Developmental Continuum for prekindergarten and the Discovery Education Assessment for reading and math for kindergarten through grade



two. ECA PCS also met all attendance and mission specific targets. In SY 2009-2010, ECA PCS first added third grade and completed its complement of grade levels. The DC CAS was first administered to the third grade students in spring 2010. The school continued to have an accountability plan for which it was held accountable. In SY 2010-2011, ECA PCS met all nine accountability plan targets, including achieving Adequate Yearly Progress on the DC CAS. In SY 2011-2012, ECA PCS met seven of nine targets, missing the targets for reading and math for the third grade DC CAS. In SY 2012-2013, ECA PCS met 5 of 8 EC PMF pilot targets, missing the third grade DC CAS targets for reading and math by 1percentage point (ECA scored 54% proficiency in reading, the target was 55% and scored 44% proficiency in math; the target was 45%).

### **Overview of Proposed Goals and Expectations**

Since its opening in 2005, ECA PCS has focused primarily on its annual accountability goals and the PMF approved by PCSB. ECA's original charter goals have not been historically been measured, and many of the goals listed in the school's original charter are now thought to be too ambiguous and problematic to measure.

Data to support many of the school's original charter goals have not been gathered over the past nine years, and the school was alarmed when its staff learned that ECA PCS's ten-year review was to be based on the original charter goals. As a result, rather than try to pull together old data which may or may not exist for the school's original charter goals, the ECA PCS leadership team felt it to be more prudent to use the EC PMF goals. Although all of these goals were not achieved in the last five years, the school leadership believes the PMF presents a more accurate assessment of its growth and achievement.

According to PCSB's policy, the EC PMF will be considered to have been adopted by the school in 2014-15 as its goals and student academic achievement expectations for its early childhood program (pre-kindergarten-3 through third grade). For each school year, starting in the 2014-15 school year, and until PCSB determines the performance standards for the Early Childhood PMF tiers, each measure within the Early Childhood PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold for each individual measure.

The school has elected the following measures for its early childhood program:

#### **Pre-Kindergarten**

- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth or will score in the proficient range on the literacy portion of the Every Child Ready assessment, as designated by the publisher;
- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth or will score in the proficient range on the math portion of the Every Child Ready assessment, as designated by the publisher;
- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth or will score in the proficient range on the social-emotional portion of the Every Child Ready – Positive Behavior Rating Scale assessment, as designated by the publisher;

#### **Kindergarten-2<sup>nd</sup> grade**



- 60% of kindergarten - second grade students will score meet or exceed the grade level target (K: level 4; 1st: level 18; 2nd: level 28) or advance 1 level on the reading portion of the Developmental Reading Assessment, as designated by the publisher;
- 60% of kindergarten - second grade students will meet or exceed the college readiness target (K: 149-144-Math; 1st: 164-Math; 2nd: 177-Math) or meet or exceed typical growth on the mathematics portion of the NWEA MAP assessment, as designated by the publisher;

After PCSB establishes EC PMF tiers, for purposes of reviews and renewals, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

**Attachments to this Proposal**

Attachment A: "Elect the PMF as Charter Goals" policy

Attachment B: Charter amendment petition (goals and academic expectations)

Attachment C: Charter Agreement Amendment

Date: <u>8/18/14</u>	
PCSB Action: <u>Approved</u>	_____ Approved with Changes _____ Rejected
Changes to the Original Proposal: <u>[Redacted]</u>	_____
_____	
_____	

## ATTACHMENT A

### **Policy: Elect the PMF as Charter Goals and Expectations**

Schools may choose to replace their charter goals and student achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels it serves. Upon the school's request, the following language will be added to their charter as an amendment, which will be approved by PCSB's Board.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, to the indicators listed in the Elementary/Middle, high school, adult education, early childhood, and/or alternative Accountability PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and PCSB staff and was officially adopted by PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board (2010-11 for schools serving grades 3-8 and high schools, and the year of adoption for other PMFs). Along with adopting the PMF indicators as goals, the school will also agree to create short- and long-term targets based on the percent of points earned on the PMF.

Schools will update their mission-specific goals and create short- and long-term targets to be measured along with the PMF results during high stakes reviews.

#### Fifth-Year Charter Review

In order to be considered for meeting minimum requirements for a fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years in operation to be deemed as having met its goals and student academic achievement expectations during this review.

#### Tenth-Year Charter Review

In order to be considered for meeting its goals and student achievement expectations at its tenth-year charter review, the school will need to have earned at least 50% of the possible PMF points in two of the most recent three years and not under 45% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may determine it to have met its goals and student academic achievement expectations.

#### Charter Renewal (and Every Review Thereafter)

In order to be considered for meeting its goals and student achievement expectations at its 15-year charter renewal and every high-stakes review thereafter, a school will need to earn at least 55% of the possible PMF points in two of the previous three years and not under 45% for any of the past five. In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five years, the PCSB Board may determine it to have met its goals and student academic achievement expectations.

## **Grandfather Clause**

### Tenth-Year Charter Review or 15-Year Charter Renewal

A school undergoing a ten-year review or 15-Year Charter Renewal within the first five years that its respective PMF was implemented will not be evaluated according to the above stated standards. Instead, it will need to demonstrate annually consistent improvement in performance with no score below 40% in the past two years or earn at least 45% of the possible PMF points for at least two years prior to the review.



## ATTACHMENT B

### DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

**SUBMITTED BY:** Wendy S. Edwards, Early Childhood Academy PCS  
**SUBJECT:** Petition to Amend Goals and Academic Achievement Expectations  
**DATE:** June 2014

#### REQUEST

Early Childhood Academy Public Charter School (ECA) submits to the DC Public Charter School Board ("PCSB") this petition to amend the goals and student academic achievement expectations ("academic expectations") included in its charter by **adopting the Performance Management Framework as its goals.**

#### BACKGROUND

*Please address the following questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these requests.*

##### Overview of School Performance

1. Provide the following information about your school: (1) number of years in operation; (2) grade levels served; and (3) the expiration date of the school's charter agreement.

Opened in August 2005, Early Childhood Academy PCS is chartered to serve 300 students in prekindergarten-3 through grade three. ECA is currently at capacity based on the two facilities that the school currently occupies, with 265 students enrolled for SY 2013-2014. The school's charter agreement will expire in 2020.

2. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

ECA has experienced many successes in its 9 year history. From 2006 to 2009, ECA met all targets based on the Accountability Plan approved by the DC Public Charter School Board. Academic outcomes were based on student outcome data from the Teaching Strategies Developmental Continuum for prekindergarten and the Discovery Education Assessment for reading and math for kindergarten through grade two. ECA also met all attendance and mission specific targets. In 2009, ECA first added grade three and completed its complement of grade levels. The DC CAS was first administered to the third grade students in spring 2010. In spring of 2011, ECA met nine of nine PMF targets, including achieving Adequate Yearly Progress on the DC CAS. In spring of 2012, ECA met 7 of 9 PMF targets, missing the targets for reading and math for the third grade DC CAS. In spring of 2013, ECA met 5 of 8 PMF targets, missing the third grade DC CAS targets for reading and math by 1 percentage point (ECA scored 54% proficiency in reading, the target was 55% and scored 44% proficiency in math; the target was 45%).

##### Proposed Goals and Academic Achievement Expectations

1. Explain the school's rationale for amending its goals and academic expectations.

Since its opening in 2005, ECA has focused primarily on its annual Accountability Goals and/or Performance Management Framework approved by the PCSB. ECA's original charter goals have not historically been measured. Many of the goals listed in the original charter (which were developed by an outside agency) are ambiguous and problematic to measure. For example:

- *Students learn skills necessary for reading and writing in English.*
- *Students are active listeners and speakers in English language.*
- *Students from all cultural backgrounds are welcome.*
- *The school culture embraces respect and compassion for all.*

Data to support many of the original charter goals have not been gathered over the past nine years, or even over the past four years. It was actually a surprise to learn that ECA's ten-year review was to be based on the original charter goals, since those goals had not been a part of the annual reviews by the PCSB. Rather than try to pull together old data which may or may not exist for original charter goals, many of which were never intentionally measured, the ECA leadership team felt it to be more prudent to use the PMF goals. Although all of these goals were not achieved in the last five years, the school leadership believes the PMF presents a more accurate assessment of our growth and achievement.

2. How will the new goals and academic expectations support or enhance the school's mission?

The approved PMF goals have been the basis of ECA's programmatic approach over the last several years (since the school was required to move from an Accountability Plan to the new PMF). The school's PMF supports the mission's academic goals in its assessment of outcomes on the Northwest Evaluation Association Measures of Academic Progress, the Developmental Reading Assessment, Every Child Ready Assess, and the DC Comprehensive Assessment System. The PMF supports the mission's social-emotional goals in its assessment of outcomes on the Positive Behavior Rating Scale for prekindergarten.

3. If proposing goals and/or academic expectations aside from adopting the PMF indicators, describe how the school will monitor its progress towards the goal, and what it will report in its Annual Report to show goal attainment.

n/a

4. Has the school informed stakeholders (including staff and parents) of the proposed goals and expectations? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.

ECA has kept parents and stakeholders abreast of PMF goals and outcomes through annual publications of the school's Performance Report. The report is published annually on the ECA website, as well as in the Parent Handbook and discussed each year at the September parent meeting.



## ATTACHMENT C

### SECOND AMENDMENT TO CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND EARLY CHILDHOOD ACADEMY PUBLIC CHARTER SCHOOL

The **Early Childhood Academy Public Charter School**, a District of Columbia nonprofit corporation (the "**School Corporation**") and the District of Columbia Public Charter School Board ("**PCSB**") entered into a contract, dated **September 2, 2005**, (the "**Charter Agreement**") wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, as amended (the "**Act**") and the Charter Agreement.

In 2008, PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to operate at two campuses (the "**First Amendment**").

This Amendment to the Charter School Agreement (the "**Second Amendment**") is effective as of **August 18, 2014** and is entered into by and between **PCSB** and the **School Corporation**) (individually, each may be referred to as the "**Party**," and collectively, the "**Parties**").

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

#### SECTION 1. AMENDMENT

The School Corporation and the Board agree to amend the Charter Agreement as follows:

- 1.1 Section 3.1 on pages five and six of the Charter Agreement is deleted in its entirety and replaced with the following:

#### Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its goals and academic achievement expectations for its pre-kindergarten-three through third grade programming the indicators included in the Early Childhood Performance Management Framework ("**EC PMF**").

(i) Accordingly, changes to any PMF implemented by the Board after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the School Corporation's academic achievement expectations. However, if changes are made to any PMF that the School Corporation elects not to accept, the School Corporation reserves it right to submit to the Board a petition for a charter revision pursuant to §38-1802.04(c)(10).

(ii) If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. "**Campus**" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities.

**B. Standard for charter review and renewal.** For purposes of PCSB's 2013-14 charter review of the school, the Early Childhood PMF will be considered to have been adopted by the school in 2013-14 as its goals and student academic achievement expectations for its early childhood program (pre-kindergarten-three through third grade). The school will be deemed to have met its early childhood goals and expectations in this review based on:

- Attainment of the targets outlined in the school's Early Childhood Accountability Plans for school years 2010-11, 2011-12, and 2012-13; and
- Attainment of at least the floor of each indicator in the Early Childhood Pilot PMF for school years 2013-14.

For each school year, starting in the 2013-14 school year, and until PCSB determines the performance standards for the Early Childhood PMF tiers, each measure within the Early Childhood PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold established by PCSB for each individual measure.

After PCSB establishes EC PMF tiers, for purposes of reviews and renewals, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

**A.** If any of the above targets are not met, PCSB may, at its discretion, determine the campus to have met its goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five-year period.

**B.** The School Corporation shall provide PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Second Amendment that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

## **SECTION 2. CHARTER AGREEMENT**

- 2.1 Reservation of Rights.** The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement.
- 2.2 Continuing Effectiveness.** Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

## **SECTION 3. OTHER PROVISIONS**

- 3.1 Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid, and binding obligations.
- 3.2 Counterparts and Electronic Signature or Signature by Facsimile.** This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed



an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

- 3.3 **Severability.** In case any provision in or obligation under this Second Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.
- 3.4 **Assignment.** This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.
- 3.5 **No Third Party Beneficiary.** Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.
- 3.6 **Waiver.** No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.
- 3.7 **Construction.** This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.
- 3.8 **Dispute Resolution.** Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Second Amendment or the Charter Agreement without, first, providing written notice to the other Party hereto describing the nature of the dispute, and, thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to the Act.
- 3.9 **Notices.** Any notice or other communication required or permitted shall be in writing and shall be deemed to have been given when sent by email, provided that a copy is also mailed by certified or registered mail, with postage prepaid and return receipt requested; delivered by hand, with written confirmation of receipt; or received by the addressee, if sent by a nationally recognized overnight delivery service with receipt requested or, alternatively, certified or registered mail with postage prepaid and return receipt requested. In each case, the appropriate addresses, until notice of a change of address is delivered, shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board  
3333 14<sup>th</sup> St., NW; Suite 210  
Washington, D.C. 20010

Attention: Scott Pearson, Executive Director  
spearson@dcpcsb.org  
Telephone: (202) 328-2660

If to the School Corporation

Early Childhood Academy PCS  
4025 9<sup>th</sup> Street, SE  
Washington, D.C. 20032  
Attention: Wendy S. Edwards, Executive Director  
Email: wedwards@ecapcs.org  
Telephone: (202) 373-0035

**IN WITNESS WHEREOF**, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officer:

**EARLY CHILDHOOD ACADEMY PUBLIC CHARTER SCHOOL**

By: 

Signature

Name: Wendy S. Edwards

Title: Executive Director

Date: July 7, 2014

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL  
BOARD**

By: 

Signature

Name: John H. "Skip" McKoy

Title: PCSB Board Chair

Date: 8/18/14



# **Attachment E**



April 2, 2014

Dennis Sawyers, Board Chair  
Early Childhood Academy PCS  
4301 9<sup>th</sup> Street, SE  
Washington, DC 20032

Dear Mr. Sawyers:

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:

- School eligible for 10-year Charter Review during 2014-15 school year

#### **Qualitative Site Review Report**

A QSR team conducted on-site review visits of Early Childhood Academy PCS between February 3 and February 14, 2014. 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. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. A member of the team also attended a board meeting via conference call in order to observe the school's governance as it relates to fulfilling its mission and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environment, 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 Early Childhood Academy PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that Early Childhood PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## EXECUTIVE SUMMARY

Early Childhood Academy Public Charter School (Early Childhood Academy PCS) serves approximately 260 pre-kindergarten (PK) through third grade students in two facilities, one block apart, in Ward 8. In February 2014 the Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) of Early Childhood Academy PCS in advance of the school's ten-year charter review in 2014-15.

The QSR team conducted observations over the course of a two-week window from February 3 through February 14, 2014. A team of three PCSB staff members (including a PCSB staff member with an extensive special education background) and one consultant conducted observations of 16 classrooms using Charlotte Danielson's *Framework for Teaching* Rubric and observed classrooms in mornings and afternoons; some classrooms may have been observed twice. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments, including the two special education teachers observed in the resource settings and classrooms with more than one teacher present. In addition, a member of the QSR team also attended a Board of Trustees meeting via conference call to observe the school's governance as it relates to fulfilling its mission and charter goals.

The QSR team scored over three-fourths of the observations as proficient or exemplary in the Classroom Environments domain. The highest scoring component in the domain was Establishing a Culture for Learning with over 90% of observations scoring proficient or above. Almost all of the teachers communicated the importance of hard work and celebrated success with their students. The lowest scoring component in this domain was Managing Classroom Procedures. The QSR team only scored 63% of the observations as proficient or above. At times, instructional time was lost due to ineffective routines and procedures.

The QSR team scored 85% of the observations as proficient or exemplary in the Instructional Delivery domain. The highest scoring component in this domain was Using Questioning/Prompts and Discussion Techniques with over 90% of observations rated as proficient or above. Teachers consistently asked open-ended questions to challenge student thinking and encourage discussion. The lowest rated component in this domain was Using Assessment in Instruction with approximately 70% of teachers scoring proficient or above. In a few classrooms, teachers globally assessed student understanding without offering specific feedback to improve student performance. While some observations scored below the level of proficient, it is worth noting that none of the observations scored in the lowest rating level (limited) on any component of the rubric.

The school was a welcoming place for the QSR team to visit. The leadership and staff maintained tight security at both facilities. The second facility houses many of the pre-kindergartners and third graders, one block away. The school utilized all available space (hallways, cafeteria, etc.) to work in small groups with students. While space is limited teachers have created a safe nurturing environment for all students.

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

This table summarizes Early Childhood Academy PCS'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 the Early Childhood Academy PCS is to partner with educators, families, and community members to form a strong school with a language- and literacy-rich academic environment in a setting that supports multiculturalism and values respect, compassion, curiosity, and first-hand experience in which students acquire a full range of skills that exceeds District of Columbia Public School standards.</p>	<p>The QSR team observed evidence that the school is substantially fulfilling its mission.</p> <p>The school is providing a language- and literacy-rich academic environment to its students, which is as further described in goal #5: The academic environment is language- and literacy rich. The teachers focused on literacy and language during the majority of the observations. Students read basal texts, leveled readers, and trade books. Teachers explained math vocabulary and students solved word problems during math instruction.</p> <p>Early Childhood Academy provides an environment that values respect, compassion, curiosity, and first-hand experience for all. The students and staff at Early Childhood Academy PCS are highly respectful to each other and to visitors. A bulletin board in one hallway lists these values with pictures to demonstrate each trait. The pictures show students working in a garden, sharing materials, working together, and cheering each other on. Students had access to hands-on experiences through technology, differentiated learning materials, and educational resources. The school's technology lab, Promethean Boards, and I-Pads allowed the students to learn through first-hand experiences. Students used these resources for all subjects, independently and with the teacher. Please refer to goal #6: The school culture embraces respect and compassion for all for more evidence on the school meeting respect and compassion for all.</p> <p>The QSR team observed some evidence that the school supports</p>



Mission and Goals	Evidence
	<p>multiculturalism. The classroom books had characters from diverse backgrounds and a bulletin board in one hallway celebrated Black History. The QSR team observed an introductory Spanish class. The teacher spoke in both English and Spanish, and the students responded mostly in English.</p> <p>The QSR team was unable to observe if the school has partnered with families, educators, and community members to further implement the mission.</p>
<p>1. Students learn skills necessary for reading and writing in English language.</p>	<p>Every classroom worked on reading and writing skills during the QSR observations. The school has implemented Response to Intervention (RtI) work blocks every morning for reading and math. During the RtI reading block, kindergarten students rotated through different literacy centers and the teachers had prepared differentiated materials for each rotation. Teachers worked either one-on-one or with a small group of students while the other groups worked independently on writing and reading skills through multiple modalities, including: transparencies, worksheets, books, games on computers and iPads, and oral assessments with the teacher.</p> <p>Literacy strategies were evident in all subject areas and all classrooms. For example, in the resource room the special education teachers worked on student recognition of consonant and vowel sounds in small groups and through independent practice. During the designated literacy block, first grade students worked in centers, including one with the teacher, who worked with students on reading aloud and answering questions, and one group worked on writing from sentences to paragraphs. In all grades teachers asked students to write with appropriate sentence structure and complete sentences. Social studies and science classes were also heavily reading-intensive. The second grade geology lesson focused on reading definitions from the glossary of the textbook.</p>

Mission and Goals	Evidence
<p>2. Students learn scientific, mathematical, representational, and symbolic thinking.</p>	<p>The QSR team observed classroom lessons, student work displays, and hallway bulletin boards with evidence of students learning scientific, mathematical, representational, and symbolic thinking. In all grades teachers helped students explore math through manipulatives. Kindergarten students used circles and popsicle sticks to work on addition and subtraction problems. Second grade students used a pizza example to help them understand fractions. Special education teachers worked one-on-one with students to explain double-digit subtraction with carrying and borrowing. Teachers displayed math fact posters in many rooms. Some posters helped with number sense; the number was written, spelled as a word, and displayed in quantity. Students also used the interactive white boards to assist with math lessons. One teacher had students work through problems in front of the class and asked the class to give thumbs up or down to indicate if they agreed with the student's answer.</p> <p>Teachers taught science and posted evidence of previous work. Second grade students studied earthquakes, discussing the definitions of earthquake and erosion. Another class discussed the importance of brushing teeth and the factors that cause cavities. One bulletin board showed pre-kindergarten students exploring their shadows. The teacher posted student-drawn pictures of shadows in the sunlight and in the shade. Another display had students' bar graphs depicting different surveys of their class, one showed graphs on favorite ice cream flavors.</p>
<p>3. Students develop a sense of self, responsibility for self and others, and prosocial behaviors.</p>	<p>The QSR team observed evidence that the school is meeting this goal. Students were responsible for themselves and others, and the materials they used through positive behaviors. Teachers encouraged students to share, particularly with materials placed at tables. Students traded markers, pencils, and transparencies to complete tasks. Teachers asked students to keep track of their behavior. In one room the teacher used a computer program to track points for behavior. The student logged into</p>

Mission and Goals	Evidence
	<p>his or her account and added or deducted points as instructed.</p> <p>Students were able to work out their own differences and positively interact with each other. The QSR team observed two boys struggling over a marker. After talking to each other, the boys were able to share without teacher intervention. In another room when the teacher did not hand out enough supplies at one table, the first graders were able to figure out how to continue playing the game without materials. Teachers reminded students to take care of their books and other materials when putting them away.</p>
<p>4. A. Parents participate in the education of their children.</p> <p>B. There are opportunities for parents to participate in program activities; thereby enhancing their parenting skills and knowledge and understanding of the educational and developmental needs of their children.</p>	<p>The QSR team was unable to observe parents directly participating in the education of their children or enhancing their own parenting skills. Family information boards were present outside of each classroom. The displays contained information about upcoming field trips and parent meetings. One QSR team member observed a parent signing in to visit his child's classroom during the school day. This appeared to be a welcomed and common practice.</p>
<p>5. The academic environment is language- and literacy-rich.</p>	<p>The school has provided a language- and literacy-rich academic environment. Every classroom had bins full of leveled books for students to read. In a few classrooms, teachers encouraged students to read between activities. Teachers posted word walls and labeled objects (flag, window, desk, etc.) in every classroom. The school also uses technology to assist with this goal. iPads and interactive white boards had programs for students to work on spelling, literacy, and reading skills.</p> <p>Teachers posted student work and photographs of students learning in the classrooms and in the hallways. The teachers posted the appropriate standard for learning for each display. In the older grades teachers incorporated written materials into the lessons.</p>

Mission and Goals	Evidence
<p>6. The school culture embraces respect and compassion for all.</p>	<p>The QSR team observed the teachers and students embracing respect and compassion for all. In component 2a: Creating an Environment of Respect and Rapport, teachers were observed to be highly respectful about 75% of the time and students were observed to be universally respectful to students, teachers, and visitors.</p> <p>However, in about a quarter of the classrooms the teachers' response to misbehavior did not always respect students' dignity, such as addressing misbehavior in front of their peers or by using a sarcastic tone of voice when talking with students.</p> <p>Teachers were compassionate toward their students. Teachers checked in with students who were not feeling well. When two students were hurt, both of their teachers knelt down beside the students to make sure they were okay.</p>
<p>7. Major outcomes for the child and family contained in the Individualized Education Plan (IEP), for children with disabilities, are achieved through implementation of intervention strategies and services, and early identification, evaluation, and follow-up services for children suspected of having disabling conditions. Frequent data collection, daily contact notes, and monthly or quarterly progress are documented by clinicians (OTRIL, PT, SLP, Psychologist, Counselor) based on long-term goals and short-term objective achievement. Goals and objectives are modified upon mastery through IEP review meetings at least yearly or on an as needed/as requested basis.</p>	<p>Although the QSR team did not observed evidence of identification, evaluation, and frequent data collection for children with disabilities, the PCSB staff member with special education experience observed the school's special education teachers. In a pull-out resource room setting, the teacher worked with students learning vocabulary and sight words as well as reviewing math skills. The teachers used several instructional strategies that appeared appropriate for the students' ages and grade levels. The teachers paid attention to each student in the small groups, making sure every student contributed to the learning environment.</p> <p>The school has RtI reading and math blocks at the start of each day. The QSR team observed teachers and assistants working with small groups of students, in some cases one-on-one. In a kindergarten classroom, the teacher worked with one student on letters and sounds while the rest of the class rotated through RtI literacy centers.</p>

Mission and Goals	Evidence
Board Governance	<p>A member of the QSR team attended the Early Childhood Academy PCS Board of Trustees teleconference on Wednesday, February 26, 2014. A quorum attended. The board heard reports on the current Qualitative Site Review, the playground drive, and an upcoming visit by Councilmember David Catania. The principal's report included information on the new teacher hires and snow make-up days, financials, MySchoolDC, and facilities.</p>

## 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 77% of the observations as proficient or exemplary for the Classroom Environment domain and scored no observation as limited.

Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored three-fourths of the observations as proficient or exemplary in Creating an Environment of Respect and Rapport. In these observations talk between teachers and students and among students was uniformly respectful. Members of the class were respectful, compassionate, and friendly to each other. Students helped each other out. In one classroom, a student assisted another student with opening the door who was struggling. The QSR team scored 30% of the observations as exemplary in this component (the highest level). The teachers were caring and sensitive to the students as individuals. When one student was hurt, the teacher got down on one knee to inspect the "boo boo" and made sure the student felt okay. One teacher demonstrated understanding of one student's confusion on a task by saying, "I forgot you weren't here yesterday, so we will work more on that tomorrow."	Exemplary	31%
		Proficient	44%
	The QSR team did not observe the same level of respect in 25% of the observations. The team saw a teacher disciplining a student in front of other students, which appeared demeaning to the student. Another teacher used sarcastic language with a student, saying, "It's not that difficult to turn to page 200." A classroom assistant was particularly harsh with only one student in the room, writing on her paper and singling her out although other students were also confused.	Satisfactory	25%
		Limited	0%

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

Classroom Environment	Evidence Observed	School Wide Rating	
<b>Establishing a Culture for Learning</b>	Approximately 95% of the observations were proficient or exemplary in Establishing a Culture for Learning. Teachers clearly conveyed the importance of learning. Teachers “high-fived” students and acknowledged students when they were pushing themselves academically. One teacher told her class that after looking at recent spelling work, she was going to challenge them all to spell harder words because she knew they could do it. Another teacher said, “I am very impressed with the work you have been doing at the centers. We were taking pictures and getting excited.” Students put forth good effort to complete high quality work in small groups and in whole group work; at times students worked with other students to improve their work.	Exemplary	13%
		Proficient	81%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
		Limited	0%
<b>Managing Classroom Procedures</b>	Just over 60% of observations were proficient or exemplary in Managing Classroom Procedures. Teachers implemented smooth functioning rituals and routines, which minimized the loss of instructional time. Teachers used bells and timers to signal groups to rotate, students stood in the “Presidential Pose” with hands behind their backs to show the teachers they were ready. Teachers used clapping sequences to gain the group’s attention. Teachers let students know how much time was left for each activity during small group work. One teacher kept every student’s focus while explaining the centers by asking for examples and repeat-backs. Students were able to switch from center to center effectively.	Exemplary	19%
		Proficient	44%
	The QSR team observed that teachers lost instructional time due to partially effective routines and producers in almost 40% of the observations. In some classrooms not all students would participate in the cleanup routines, lingering	Satisfactory	38%



Classroom Environment	Evidence Observed	School Wide Rating	
	on the iPads and causing the rest of the class to wait. The team observed one teacher lose the attention of the class while taking 12 minutes to explain the centers. When the students finally transitioned to the centers, many students were still confused.	Limited	0%
Managing Student Behavior	The QSR team scored 75% of the observations as proficient or exemplary in Managing Student Behavior. Teachers established and followed consistent standards of conduct. Teachers praised positive behavior saying, "I like how well you are working." In a few classrooms, students respectfully intervened to ensure compliance with the standards of conduct. One student said to a classmate, "Would you please lower your voice?" One teacher utilized a point reward system on the classroom computer. Students were in charge of adding and deducting points on their individual account, based on their behavior during certain activities. In a few classrooms, student behavior was entirely appropriate.	Exemplary	25%
		Proficient	50%
	In one-fourth of the observations, the implementation of standards of conduct was inconsistent. The QSR team observed a few teachers isolate one student's misbehavior instead of addressing the whole class. In one classroom, the teacher told a few students to lower their voices, but did not correct other students who were also noisy.	Satisfactory	25%
		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 85% of the observations as proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	Over 85% of observations were proficient or exemplary in Communicating with Students. Teachers clearly stated and reviewed the purpose of the lesson and provided clear directions for students. Prior to small group instruction, teachers took time to thoroughly explain the purpose of each center and the task to be completed and used age-appropriate, content-rich vocabulary. One first grade teacher asked each group questions to clarify the center's procedures. Students then engaged in the learning task, indicating they understood what to do. Teachers clearly communicated the instructional purpose for both reading and math activities to the pre-kindergarten students. In two math classes exploring fractions using a pizza pie to help students visualize.	Exemplary	31%
		Proficient	56%
	The QSR team scored 13% of observations as below proficient. The purpose of the lesson was confusing in a few classrooms. In one classroom, the teacher said they would start with a turn-and-talk for literacy but then started talking about a math example without letting students complete the turn-and-talk exercise. One classroom assistant used incorrect grammar when working with a small group saying, "What number come next?" multiple times with the students.	Satisfactory	13%
		Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Using Questioning and Discussion Techniques</b>	<p>Almost 95% of observations were proficient or exemplary in Using Questioning and Discussion Techniques. Teachers asked open-ended questions allowing students to offer multiple possible answers. Second grade and pre-kindergarten teachers asked students to describe pictures in their own words and first grade students were asked to create sentences with words using the long “a” sound. Teachers also used effective wait time for students to process the questions and respond.</p>	Exemplary	6%
	<p>Additionally, teachers built on previous student responses to continue the discussion with the class. One teacher stated, “Think about the activities we are doing in centers and how does it related to our jungle animal study?” Students engaged in discussions at the centers about what they were doing. In older grades, teachers challenged students to think through questioning. One teacher asked, “Do these two books have anything similar between them?” Students began to point out the similarities in the books they read.</p>	Proficient	88%
	<p>The QSR team scored fewer than 10% of the observations as below proficient.</p>	Satisfactory	6%
		Limited	0%
<b>Engaging Students in Learning</b>	<p>The QSR team scored almost 90% of the observations as proficient or exemplary in Engaging Students in Learning. Across all grades students were focused and intellectually engaged in all learning activities. Teachers differentiated the content for students in small groups. Students used iPads to challenge themselves with math and reading games during the RtI block. Students worked with manipulatives while adding, subtracting, and</p>	Exemplary	13%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>representing fractions during math instruction.</p> <p>Students frequently used the interactive white boards to spell words and work out math problems as part of small group work. Student enthusiasm for the materials was strong across all grades. When one teacher placed a check on a student's paper, the student gleefully exclaimed, "Yes!" Teachers worked with students while they reflected on incorrect answers and explained what the correct answer would be.</p>	Proficient	74%
	<p>Thirteen percent of the observations were below proficient. Two students were unable to participate in an activity because the teacher did not pass out enough materials. They had their hands raised for over ten minutes to get the teacher's attention. Some groups of students, who were not directly working with the teacher, were off task for most of the small group time.</p>	Satisfactory	13%
		Limited	0%
Using Assessment in Instruction	<p>Almost 70% of observations were proficient in Using Assessment in Instruction. In these classrooms teachers asked specific questions to check for understanding and provided timely feedback to help students increase their understanding. Teachers asked specific questions to assess student reading and math levels of understanding during small group time. During one RtI block the classroom assistant assessed students individually on letter sounds. Every time the small groups switched, the assistant chose</p>	Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>different books for the group to read while she assessed a student. In another classroom the teacher kept a list of students' names and marked a dot next to students who understood the lesson. The QSR team observed one teacher group students based on data from a previous assessment. The teacher highlighted the students' names in different colors.</p>	Proficient	69%
	<p>The QSR team scored 31% of the observations as below proficient. In some classrooms assessment was superficial such as, "Are you ready to move on?" When one student replied, "no," the teacher said, "I don't know why; we have to focus."</p>	Satisfactory	31%
	<p>In one classroom when students were confused, the teacher repeated the same directions without making adjustments to help the students understand the task.</p>	Limited	0%

## APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
<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

Instructional Delivery	Limited	Satisfactory	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.



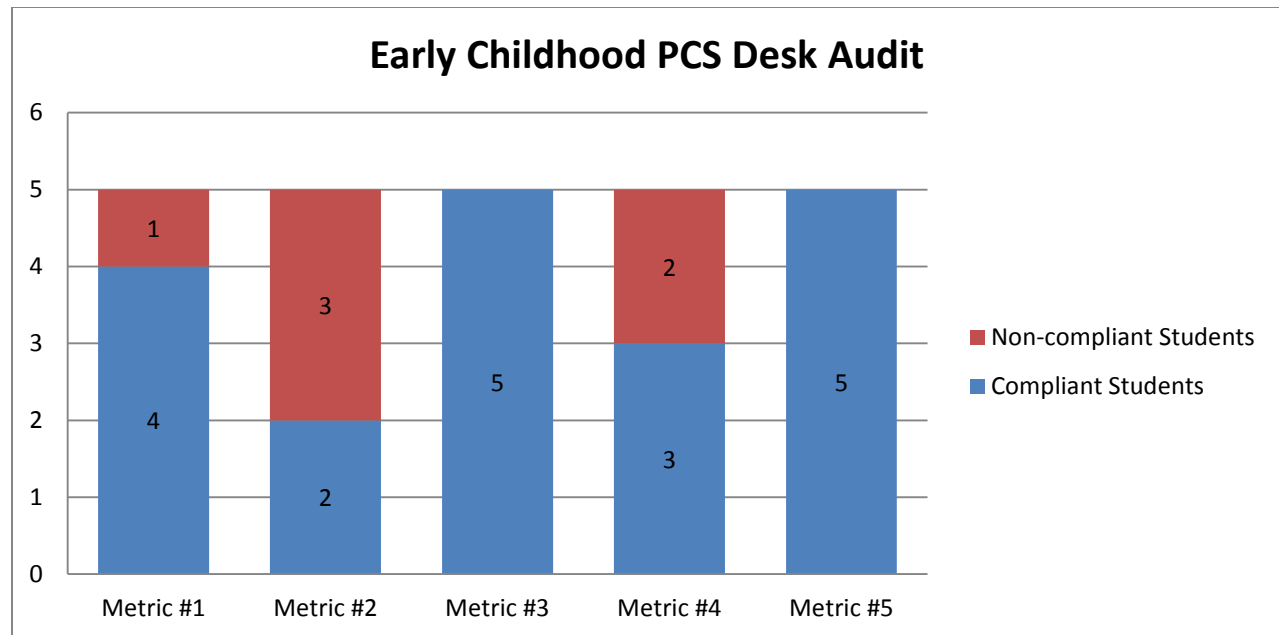
Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the 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.

# **Attachment F**

## Early Childhood Academy PCS, MSST Desk Audit

July 3, 2014

**Overview:** For this Audit, the Monitoring and School Support Team examined the records of five special education students from Early Childhood Academy PCS's roster utilizing methodology analogous to OSSE's yearly monitoring process.



**Metric 1: Required IEP Team Members Present** (*DCPS metric* – includes OSSE metrics *IEP 23 – General Education Teacher Attended IEP Meeting* and *IEP 24 – LEA Designee Attended IEP Meeting*)

This metric examines whether the required IEP team members were present at a student's IEP meeting. Required IEP team members include: the parent, the general education teacher, the special education teacher, the LEA Representative and the Related Service Providers, if applicable. Early Childhood PCS was missing an IEP team member from 1 of the 5 meetings reviewed. The meeting did not include the student's parent.

**Metric 2: Letter of Invitation (LOI) in SEDs 10 or More Days in Advance of Meeting Date** (*DCPS metric*)

The second metric measures whether schools are following the DCPS best practice of having a LOI documented in SEDs 10 or more days prior to the meeting date. Early Childhood PCS did not send LOIs 10 days in advance for any 3 of the 5 students reviewed.

**Metric 3: Date of Meeting on LOI Matches the Date of IEP Meeting** (*DCPS Metric*).

The third metric examines whether the date on the LOI matches the date the school held the IEP Meeting. This occurs when dependent charter schools reschedule meetings without creating a new LOI. Early Childhood PCS was 100% compliant on the metric.

**Metric 4: Extended School Year (ESY) is Determined on Individual Basis** (*OSSE Metric IEP 31*)

The fourth metric examines whether the student's SEDs file contains evidence that Extended School Year (ESY) was determined on an individual basis. Early Childhood PCS was missing the ESY Criteria Worksheet for 2 of the 5 students reviewed.

**Metric 5: Related Services Documented Consistently in SEDs based on Dates Indicated in IEP** (*OSSE Metric IEP 36*)

The fifth metric examines whether related services is documented consistently in SEDs based on the dates indicated in the IEP. This metric was a reoccurring problem during the 2012-2013 OSSE Monitoring Review of the Dependent Charter Schools. Only students receiving related services were relevant for this metric. Early Childhood PCS was 100% compliant on this metric.