



December 17, 2014

Jane Dimyan-Ehrenfeld, Board Chair  
Maya Angelou Public Charter School – Evans High School  
939 55<sup>th</sup> Street NE  
Washington, DC 20019

Dear Ms. Dimyan-Ehrenfeld:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews 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 Qualitative Site Review during the 2014-15 school year for the following reason:

- Maya Angelou PCS is designated as a Priority School by Office of the State Superintendent of Education Please see the following link for information about the requirements for exiting Priority status:  
[http://osse.dc.gov/sites/default/files/dc/sites/osse/release\\_content/attachments/OSSE\\_Revisions%20-%20Executive%20Summary%20-%20All%20Principles%20-%202017%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-%202017%2012%20FINAL.pdf)

PCSB attended a scheduled day on October 8, 2014 to observe how the school’s Priority intervention strategies are being implemented in classrooms. According to the 2012 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).

Enclosed is the team’s report. We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review and ESEA monitoring at Maya Angelou Public Charter School – Evans High School.

Sincerely,

A solid black rectangular box redacting the signature of Naomi DeVeaux.

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## EXECUTIVE SUMMARY

Maya Angelou Public Charter School – Evans High School (Maya Angelou PCS – Evans HS) serves 293 students in grades 9 through 12 in Ward 7. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) and ESEA monitoring in October of 2014 because Maya Angelou PCS – Evans HS is designated as Priority by Office of the State Superintendent.

The QSR team conducted observations over the course of a two-week window, from October 6 through October 17, 2014. A team of one PCSB staff member and three consultants (including a Special Education Consultant) conducted observations of 24 classrooms. The school was identified as a Priority school in fall 2012 based on overall low student academic achievement on the DC CAS from spring 2012. PCSB staff monitored Maya Angelou PCS – Evans HS through QSRs for its implementation of Priority strategies in fall 2012, spring 2013, fall 2013, and spring 2013. A QSR team member attended a scheduled day, set by the school, to collect evidence related to the school’s Priority strategies, including: a focus on social-emotional learning, post-secondary opportunities, differentiation in classes, professional development, engaging instructional strategies, and the use of formal and informal assessment to gauge learning. A PCSB staff member also attended a Board of Trustees meeting.

The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a teacher twice.

The QSR team scored 50% of the observations as distinguished or proficient in the Classroom Environment domain. While this is an improvement from the spring 2014 QSR in which observers scored only 36% of observations as distinguished or proficient, it is still low for a school in its 16<sup>th</sup> year of operation. The highest rated component within this domain was Managing Classroom Procedures, with two thirds of classrooms rated as proficient or above. It was clear in most classrooms that procedures had been established and students helped to maintain these. Establishing a Culture of Learning was the lowest ranking component of this domain with only one third of the classrooms observed rated as proficient or above. Observers saw that in most classrooms, expectations for learning on the part of teachers and students was not universally high.

The QSR team scored only 32% of the observations as distinguished or proficient in the Instruction domain. While this is an improvement from the spring 2014 QSR, in which observers scored only 21% observations as distinguished or proficient, this again is low for a school in its 16<sup>th</sup> year of operation. About half of the classrooms observed scored proficient or above in Communicating with Students, with teachers clearly explaining the instructional purpose of the lesson. Only one-fifth of the classrooms observed scored above proficient in Engaging students in learning, with little differentiation seen in process or product, and low intellectual engagement across classrooms. Particularly disturbing was that at least one fifth of classrooms were scored “unsatisfactory” in every observed component of every domain, save one.

The majority of evidence collected during the scheduled day centered on the school’s effective implementation of strategies to prepare students for college, improve academic achievement through differentiation, improve literacy skills, and support students’ social and emotional learning.

During the scheduled day, the PCSB observer saw strong implementation of strategies related to preparing students for college. On both the scheduled day and throughout the observation window, observers saw limited implementation of differentiation, with only 17% of observations scored as proficient or distinguished in the Engaging Students In Learning element of the Classroom Instruction domain. Observers saw inconsistent implementation of strategies related to improving literacy skills across subject areas, with some non-ELA courses focusing on literacy skills like annotating text and vocabulary development and other non-ELA classes not doing so. Lastly the Director of Social Emotional Learning and Culture and the PCSB observer discussed extensive supports for students, but the observer did not see the actual implementation of these.

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

This table summarizes Maya Angelou PCS – Evans HS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>The mission of Maya Angelou PCS is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional public schools, can reach their potential and prepare for college, career, and a lifetime of success. Our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.</p>	<p>The QSR team observed inconsistent implementation of the school’s mission across the school, with strong implementation of certain aspects of the school’s mission (exposure to college opportunities) and limited implementation of other aspects of the school’s mission (preparation for career and the development of employment skills, academic development).</p> <p>With regard to <b>exposure to college opportunities</b>, the QSR team observed a <b>Future Focus</b> class related to exposing students to college options and ensuring that students knew what resources were available to them to find out more information about college. Additional information about this class may be found in the section on the school’s Intervention and Support Strategies, Strategy #1. The QSR team also observed college and career posters, banners, and bulletin boards throughout the school. Members of the Post-Secondary staff spoke with students during an English class about the DC Achievers scholarship, and how to get support in completing it. However, the overall instruction observed at the school was weak and there was little evidence to support that the students were being prepared academically to be successful in college.</p> <p>The implementation of strategies to develop <b>career opportunities</b> besides going to college was limited. In the Future Focus class, the instructor referred in passing to colleges that focused on developing</p>

Mission and Goals	Evidence
	<p>trade skills, and another teacher reprimanded tardy students by referencing the importance of timeliness in the workforce; however, most of the class focused on academic programs.</p> <p>During the scheduled day, PCSB had the opportunity to speak with the school’s Director of Social Emotional Learning about the different services students can access to improve their <b>social-emotional well-being</b>. While PCSB did not look for or observe any of these services in action, school-reported information about these offerings may be found in the section on the school’s Intervention and Support Strategies, Strategy #1.</p> <p>Finally with regard to <b>academic preparation</b>, the QSR team scored only 32% of classrooms as proficient or above in the classroom instruction domain of the Framework for Teaching. Additional detail can be found in this section of the report.</p>
Goals:	
<p>50% of students in grades 9-10 will meet their assigned growth reading targets in school years 1-5, 60% in school years 6-10, 70% in school years 11-15 as measured by the Global Scholar Performance Series spring assessment.</p>	<p>While PCSB did not observe or collect evidence related to assigned growth reading targets on the Global Scholar Performance Series assessments, PCSB collected evidence related to explicit reading instruction. Many teachers used vocabulary appropriate to the age of students and the class content in all subject areas. In one non-ELA class, the teacher explicitly taught reading strategies such as to circle key terms, underline confusing sections, and put a box around the main idea. In an ELA class the teacher had students read a text and answer comprehension questions.</p>
	<p>While PCSB did not observe or collect evidence related to assigned growth targets in math on Performance Series assessments, PCSB</p>

<b>Mission and Goals</b>	<b>Evidence</b>
<p>50% of students in grades 9-10 will meet their assigned growth targets in math in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.</p>	<p>collected evidence related to math instruction. In math classes, PCSB saw students evaluate the measures of angles, prepare for and take an assessment related to points on a graph, evaluate algebraic expressions applying different math laws, and complete trigonometry problems on the board.</p>

<p>40% of students in grades 9-10 will meet their assigned growth targets in writing in school years 2-5, 60% in school years 6-10, 70% in school years 11-15.</p>	<p>While PCSB did not observe nor collect evidence related to assigned growth targets in writing on Performance Series assessments, PCSB collected evidence related to writing instruction. Many of the Do Now activities involved short answer responses, giving students practice writing to a prompt. In one classroom the teacher asked students to proofread their work and to compare their work to the assignment's rubric. In another class, the learning task was for students to write paragraphs.</p>
<p>70% of students will graduate high school in six years.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>85% in-seat attendance rate</p>	<p>While PCSB neither looked for nor observed any evidence related to attendance rate, in most classrooms observed (particularly those at the beginning of the school day) few classrooms were full, and students slowly trickled in throughout the duration of the class period.</p>
<p>20% of truant students and/or students with a history of truancy will be re-engaged to attend MAPCHS or the Maya Adult Charter School.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal. Few classrooms were full during the observations.</p>
<p>Fewer than 30% of students will receive an out-of-school suspension in years 1-5; fewer than 25% will receive an out-of-school suspension in years 6-15.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>At least 60% of students will score in the average range or better on at least two of three post-test measures on the RSCA</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>

<p>in years 1-5; 65% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 6-15.</p>	
<p>75% of exiting graduates will enter the workforce or enter into post-secondary education one year after high school graduation.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>Governance:</p>	<p>A PCSB staff member attended Maya Angelou PCS' Board Meeting on Monday, October 20, 2014. Eight members of the board were present. The Chief Executive Officer began the meeting by discussing the impending move to the new part of the building. Dr. Wathington expressed confidence that the school would be able to maintain its budget despite smaller than expected enrollment.</p> <p>In the LEA Report the school reported higher than expected numbers of special education students, with increasing Level Three and Level Four students, which has altered how funds were originally allocated. Leadership discussed the school's Alternative Designation. It hopes to qualify for the Alternative Accountability Framework next year. The board discussed the Young Adult Learning Center (YALC), touching on topics related to the use of data, high performance, and professional development.</p> <p>School leadership moved on to a discussion of the high school program, touching on challenges with school culture, progress with instructional improvements, literacy initiatives, and extra-curricular offerings. Leadership noted that there are about 35 students that are the cause of the culture issues, and that the school is taking a restorative approach involving mediation and conferences to improve the behavior of these students. Leadership noted that the school has</p>



	limited capacity to implement in-school suspension. Attendance has also been a challenge, with students struggling to transition from last year's 9 am start time to 8:30 am this year. The board moved on to its Executive Session.
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**THE CLASSROOM ENVIRONMENT<sup>1</sup>**

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 50% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The QSR team scored 54% of the observations as distinguished or proficient. In these classrooms, there were few to no instances of disrespectful behavior on the part of students to teachers. Talk between teachers and students was uniformly respectful, with some teachers referring to students as “Miss” or “Mr.” Teachers greeted students as they entered classrooms, asking them about their personal lives. Teachers treated students respectfully as they struggled with class content.</p>	Distinguished	8%
		Proficient	46%
	<p>The QSR team scored 46% of the observations as basic or unsatisfactory. Interactions in these classrooms between the teacher and students were uneven, with occasional signs of disrespect. In these classrooms, students remained off-task and/or disrespectful even after teachers tried to re-engage the students. In some classrooms students demonstrated disrespect to each other with no attempt from the teacher to correct the behavior.</p>	Basic	21%
		Unsatisfactory	25%
<p><b>Establishing a Culture for Learning</b></p>	<p>The QSR team scored 33% of observations as distinguished or proficient. These classrooms were cognitively vibrant learning environments with high levels of student engagement. Teachers in some classrooms demonstrated</p>	Distinguished	4%

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

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>high regard for student ability as they said things like, “Great job!” and “Nice work!” Some teachers expressed high expectations for students, showing disappointment when students did not have their homework completed, and praising students who expended good effort in class.</p>	Proficient	29%
	<p>The QSR team scored 66% of observations as basic or unsatisfactory, with a full third of classrooms rated unsatisfactory. Teacher expectations were not universally high across classrooms, with many teachers simply asking students to copy definitions from the board. In many classrooms the teacher did not recognize student work and effort as the teachers simply moved on to the next learning task. Students complied with teacher expectations, but were largely passive in completing academic tasks, as indicated by students taking a long time to get started on their work, or by telling the teacher they did not know what to do (after the teacher had explained multiple times). In other classrooms students simply remained unengaged in the academic tasks, resting their heads on the table or listening to music in the middle of class, with little or no response from the teacher.</p>	Basic	33%
		Unsatisfactory	33%
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 62% of observations as proficient or distinguished. Classroom procedures and routines functioned smoothly in these rooms. Students knew what to do if they needed to use the bathroom, and carried procedures out without incident. Students helped hand out materials like calculators and worksheets in classrooms. Lessons consistently started with a Do Now, and students seemed to know exactly what to do when entering the classroom. In many classrooms students engaged in small-group work and were productively engaged even when the teacher was not working directly with them.</p>	Distinguished	4%
		Proficient	58%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 38% of observations as basic or unsatisfactory. In some classrooms routines functioned unevenly and disruptive student behavior detracted from procedures running smoothly. Teachers in some classrooms lost instructional time passing out materials or due to complications with technology. In other classrooms, teachers lost instructional time when teachers helped individual students locate assignments and/or materials.</p>	Basic	25%
		Unsatisfactory	13%
<b>Managing Student Behavior</b>	<p>The QSR team scored 50% of observations as distinguished or proficient. In half of the classrooms observed, standards of conduct had clearly been established as evidenced by students walking quietly into class and beginning their Do Now without incident. Teachers effectively used subtle cues, such as proximity or simply stating a student’s name to manage off-task behavior. Teachers posted behavior expectations in most classrooms. Student behavior was generally appropriate in these classrooms.</p>	Distinguished	8%
		Proficient	42%
	<p>The QSR team scored 50% of observations as basic or unsatisfactory. The implementation of standards of conduct was inconsistent in the other half of observations. Students engaged in disrespectful behavior without any intervention from teachers. In some classrooms, teachers repeatedly asked students for their attention with little reaction from students. A few teachers attempted to implement behavior management systems using points or other incentives ineffectively, as students continued to engage in off task behavior. Students used profane and inappropriate language when talking to both teachers and peers, with little to no intervention from the teacher, in some classrooms.</p>	Basic	29%
		Unsatisfactory	21%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 32% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	The QSR team scored 50% of observations as proficient or distinguished. In these classrooms, teachers clearly communicated the instructional purpose of the lesson to students. In particularly strong observations, students demonstrated their understanding of the content by consistently answering the teacher’s questions, many of which required them to explain pieces of the content to classmates. Teachers used rich, imaginative vocabulary, often in ways that relevant to students’ lives. Teachers modeled the process to be followed in completing the learning task, as in a math classroom where the teacher had students figure out angle measurements.	Distinguished	4%
		Proficient	46%
	The QSR team scored 50% of observations as basic or unsatisfactory. In many rooms the teachers’ attempts to explain the instructional purpose to students had limited success, or teachers did not explain the instructional purpose at all. In some classrooms it was unclear how the learning task fit into the instructional purpose, as in one classroom where students spent the entire class period copying definitions from a textbook into their notebook without any instruction from the teacher. Other classrooms had students completing worksheets with little to no connection to the instructional task. In many classrooms students did not consistently engage with the learning task, putting their heads on their desks, listening to music, or socializing instead.	Basic	29%
		Unsatisfactory	21%

Instruction	Evidence Observed	School Wide Rating	
<b>Using Questioning/Prompts and Discussion Techniques</b>	The QSR team scored 29% of observations as proficient, and none distinguished, in using questioning and discussion techniques. Students in a small number of classrooms engaged in deep, content-related discussion without continuous moderation from the teacher. In several classrooms, teachers posed an effective mix of lower level and higher order questioning to establish base knowledge before moving on to deeper content.	Distinguished	0%
		Proficient	29%
	The QSR team scored 71% of observations as basic or unsatisfactory. In these classrooms questioning lead students along a single path of inquiry and was teacher-directed. Many classroom discussions focused heavily on following procedures, with single correct answers and no explanation of students' reasoning. In particularly weak observations, classroom activities involved students performing only individual, rote tasks with little to no discussion student-to-student or teacher-to-student.	Basic	42%
		Unsatisfactory	29%
<b>Engaging Students in Learning</b>	The QSR team scored 17% of observations as proficient, and none distinguished, on showing high levels of student engagement, with learning tasks designed to challenge student thinking, and teachers scaffolding learning. In these classrooms students demonstrated engagement through productive work on the learning task, or by academically focused questions for the teacher. In a few classrooms pacing and structure were appropriate, as when the teachers first demonstrated how to perform the learning task to ensure that students knew how to use the materials and the resources, before sending students off to work in small groups.	Distinguished	0%
		Proficient	17%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 84% of observations as basic or unsatisfactory. In the vast majority of classrooms, student engagement was largely passive, with students memorizing primarily facts or procedures (as in how to complete a math problem or vocabulary words) with little application of learning to new situations asking the students to figure out which method to use to solve problems on their own or to apply new vocabulary to different situations. Most lessons observed involved little to no student choice in work product or work process, as observers saw students completing worksheets with a pre-determined correct answer, copying definitions, and solving math problems. Observers across multiple observations also saw students copying notes from a textbook or presentation into their notebooks. In one classroom, answering questions silently and independently took up the entire class period, with the teacher sitting at the desk the entire time and not interacting with students, the class time dragging as students lost interest. Indeed, pacing in several classrooms seemed to drag, with students losing instructional time as they delayed starting the instructional task, as in a few classrooms where teachers repeatedly had to clarify the instructional task. Most classrooms included no variation in instructional groupings, as classes used mainly direct instruction with little to no student-to-student interaction, either facilitated or student-initiated.</p>	Basic	42%
		Unsatisfactory	42%
<b>Using Assessment in Instruction</b>	<p>The QSR team scored 33% of observations as proficient. In these classrooms, teachers consistently elicited evidence of student understanding throughout lessons. Teachers asked students to display their work on blackboards to demonstrate understanding, particularly in math and science classes. Teachers gave students individual feedback in some classrooms as they walked around the room and checked on student work, such as essays or outlines.</p>	Distinguished	0%
		Proficient	33%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 67% of observations as basic or unsatisfactory. In two thirds of the classrooms observed, assessment of learning was inconsistent or non-existent. As noted above, students spent the entire class period in one classroom copying definitions and answering questions from a textbook as a teacher sat at the desk. Most classroom agendas on the board included exit tickets, though teachers did not consistently use these. There was no evidence in any classrooms that students had helped develop the evaluation criteria.</p>	Basic	38%
	<p>In most classrooms evaluation criteria were unclear, as in a classroom where students were to spend the class time researching for background knowledge and writing speeches, though at no time did the teacher or students refer to the elements of a high quality speech. Few classrooms allowed for student self-assessment or peer assessment to monitor understanding. In some observations assessment was limited to the students that actually participated, with teachers not calling on all students to ensure understanding across the classroom.</p>	Unsatisfactory	29%



APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

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 situation within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

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

## SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes Maya Angelou PCS – Evans High School’s strategies and evidence collected by PCSB for the purposes of the 2012 ESEA Flexibility Waiver. PCSB observed the school implementing those strategies during both the scheduled day on October 8 and the observation window from October 6 through October 17, 2014.

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 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.” Different language is used to indicate poor implementation of a given strategy.

Strategy Described In Intervention Plan	School’s Description of Strategy on the Ground	Evidence
<p><b>School Design and Model</b></p> <p>The Maya Way design of the school integrates youth development, social emotional learning, post secondary readiness and academic into the school program.</p>	<p>The design of the school including the staff, time and resources is organized around the integration of social emotional learning and post secondary readiness into the academic program.</p> <p>We have adopted <b>youth development principles throughout the school design including personalization, focus on the future, comprehensive student supports and shared leadership</b>. More information on the infusion of these principles is outlined below.</p> <p>The master schedule offers social emotional learning and post secondary planning opportunities for students including daily Advisory and Future Focus classes. The purpose of the advisory program at Maya Angelou Public Charter School is to</p>	<p>Throughout classrooms, the QSR team observed a focus on post-secondary opportunities, both in classes specifically designed to discuss students’ futures (Advisory and Future Focus) and in core content classes. In some core content classes, teachers consistently told students that they needed to be on time in class to practice being on time for their jobs, explaining to students that employers would fire late employees.</p> <p>In the <b>Future Focus</b> class, a required and credit-bearing class for all students, the teacher went through a presentation on exploring college opportunities, including various factors students should consider when deciding on college. These included the size of the school, cost of tuition and housing, and location. The teacher showed students various resources online that would allow them to</p>

	<p>strengthen connectedness between adults and students and foster a personalized and supportive school culture. This educational support program is designed to focus on students' academic, social, emotional, and ethical behaviors and progress. Advisors are required to facilitate appropriate activities and provide consistent, caring, and continuous adult guidance for their assigned group of students. All advisory interaction will pertain to the following domains: Relationship and Self Esteem, Academic Advancement, and Civic Responsibility. Finally, the advisory structure also incorporates a weekly academic check-in, whereby each primary advisor and an assigned Youth Advisor take a proactive approach to reviewing academic data and attendance with each student. During the Future Focus course, students develop portfolios that document college and career exploration and skill building (resumes, interviewing) and post-secondary planning. Members of the Social Emotional Learning (SEL) Department facilitate group counseling for 9th and 10th grades during Advisory and during the Future Focus period for the upper class students (11th and 12th grades). Co-taught Future Focus classes for juniors and seniors provide direct instruction to students in the process of both skill building and creating awareness of the requirements for success in post-secondary educational or</p>	<p>compare colleges according to factors like retention, graduation, and graduation by subgroups. Students listened attentively as the teacher described different considerations for college and demonstrated engagement by answering the teacher's questions and asking questions about the college application process. The teacher ended the class by talking about opportunities at the school for parents and students to learn more about college, such as the Parent Luncheon, a free event at the JW Marriot in downtown DC.</p> <p>While <b>Advisory courses</b> may be in place, PCSB neither looked for nor observed any evidence related to this strategy.</p> <p>During the scheduled day, the PCSB reviewer had the opportunity to speak with <b>the Director of Social Emotional Learning and Culture</b>. He described various opportunities available for students around social emotional learning. Before students start school, but after they have enrolled, counselors sit down with parents and students to fill out a document that asks about student background factors, like trauma, loss, history of physical abuse, incarceration, etc. This is optional for parents, but they are encouraged (and supported by having school counselors sit down with them) to fill it out to help school staff understand factors effecting students. Using this information, staff may place students in</p>
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	<p>employment pathways. Additionally, the PSS and SEL Departments partner with the Teen Outreach Program (TOP) of Sasha Bruce. The TOP program is aimed at reducing teen pregnancy risks while increasing civic engagement and improving students' academic outcomes.</p>	<p><b>support groups</b> that happen during advisory sessions. Students also have the opportunity for <b>individual counseling</b>, either self-referred or referred by a staff member. Lastly, the <b>Student Support Team</b> meets twice per week and reviews student academic, attendance, and discipline data to figure out what interventions are needed to improve student outcomes.</p> <p>While the <b>Teen Outreach Program (TOP)</b> may be in place, PCSB neither looked for nor observed any evidence related to this strategy. The Director of Social Emotional Learning explained that the TOP program is aimed at reducing teen pregnancy risks while increasing civic engagement and improving students' academic outcomes.</p> <p>The Director of Social Emotional Learning also explained that the See Forever Organization operates a <b>residential program</b> for Maya Angelou PCS – Evans HS. There are four houses that serve 26 students in total. Students live at the school during the week, and learn critical life skills such as cooking and doing laundry. Students also have enrichment opportunities, attending plays and events throughout DC with their housemates and a residential counselor. Students have the opportunity to live at the homes through self-referral, referral by a friend, or school staff recommendation. The Director of Social Emotional Learning reports that attendance</p>
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		<p>and grades generally improve for students who live at the homes.</p> <p>The Director of Social Emotional Learning explained that the QSR team should see <b>positive relationships between teachers and students</b> throughout the building, in part as a result of the strong Social Emotional Learning Program. The Classroom Environments domain of the section on the Framework for Teaching, particularly the component of Establishing an Environment of Respect and Rapport, contains additional evidence about the extent of such positive relationships.</p>
<p>The school will be designed around personalization, comprehensive student support, focus on the future and shared leadership. Specifically, our school is personalized and prepared to foster student achievement and growth in a culture of high expectations. Additionally, we offer opportunities and extended supports for the whole student and we focus on the future as well as the present. Finally, we believe strong, accountable, shared leadership is a key to school success.</p>	<p>As discussed above, the Master Schedule offers personalized learning opportunities focused on the future and comprehensive student supports for students through Future Focus, Advisory and a ninth period enrichment class. Our ninth period course offerings of academic interventions and credit recovery programming like Read180, Apex, and Homework Center/tutoring. During this time, we also offer student interest groups like student government, athletics, mentoring and specialty counseling groups. These groups will be facilitated by members of the Social Emotional Learning Team's Counseling Department. Students will be screened into these groups based on risk factors (i.e.</p>	<p>Please see the evidence for the strategy above related to Future Focus and Advisory.</p> <p>While <b>academic interventions</b> and <b>student interest groups</b> may be in place, PCSB neither looked for nor observed evidence of these strategies.</p> <p>PCSB neither looked for nor observed evidence related to <b>specialty counseling groups</b>, though the Director of Social and Emotional Learning described how these groups are formed, as noted in the strategy above.</p>

	<p>truancy or anger management) they present with as determined during the student intake process. Additionally, the SEL Department takes a holistic approach when working with students and their families. More specifically, the SEL Department is structured to address students' academic outcomes (via the role Academic Counselor), therapeutic concerns (via the role of the Mental Health Clinician) and need to be connected with community-based organizations (via the role of the Case Manager). In addition, the Residential Counseling program is designed to provide support and independent living skills to students who do not have a stable home environment. The Academic Counselors work with parents and students to develop Individual Graduation Plans and schedule students. Weekly Network Leadership meetings for School and Program Leaders, agendas with shared decision making. The Post Secondary team is staffed with College and Career Counselors and Alumni Coordinators who facilitate Future Focus and plan monthly college and career exploration opportunities. All SEL and PSS staff also serve in the capacity of Youth Advisors for individualized attendance outreach and intervention, family engagement and developing a primary person model essential to the success of our students.</p>	<p>The <b>Residential Program</b> is described above, though PCSB neither looked for nor observed evidence related to this strategy.</p> <p>During the Future Focus class as described in the first strategy, the instructor continuously referenced individual meetings with each student around their college plans. He encouraged each of them to make an appointment with their individual counselors to discuss post-graduate options. The Director of Social Emotional Learning clarified that all students would have appointments with their counselors to plan for post-graduation.</p> <p>During both the scheduled day and the unscheduled day, PCSB observed a focus on post-secondary opportunities. In addition to the <b>Future Focus</b> course described above, PCSB observed College and Career Counselors during the unscheduled observation window. They spoke for about fifteen minutes at the beginning of an English class about a scholarship opportunity, the DC Achievers Scholarship, for which all Maya Angelou PCS – Evans HS students could apply. The College and Career staff discussed opportunities for students to get additional support in applying for the scholarship during school hours.</p>
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<p><b>School Leadership</b></p> <p>The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.</p>	<p>There is a formal and informal classroom observation schedule; principal, vice principal, and teachers implement an electronic system for storing and communicating about classroom observations; principal regularly observes instruction using the Danielson Framework for Teaching; notes from observations are kept in staff files for future reference.</p>	<p>PCSB neither looked for nor observed evidence related to this strategy.</p>
<p><b>School Leadership</b></p> <p>There is an established procedure for documenting the evaluation process.</p>	<p>We use an observation schedule and a web-based platform called TeachBoost to document the evaluation process. We also take detailed notes during classroom observations and keep the notes stored in teacher files.</p>	<p>PCSB collected documentation around Maya Angelou PCS's <b>Evaluation Practices</b>, as part of the 2012 ESEA Waiver's requirements for Title I schools. Documentation may be found in the LiveBinder for Principle 3, password: monitoring:  <a href="http://www.livebinders.com/play/play?id=883551">http://www.livebinders.com/play/play?id=883551</a></p>
<p><b>School Leadership</b></p> <p>The principal provides timely, clear, constructive feedback to teachers.</p>	<p>Feedback from classroom observations is provided within 2 days on the TeachBoost system. All formal evaluations also include a pre and post conference with teachers. The post conference takes place within 2 days following the observation. Informal observations and instructional coaching will also occur at least once per week and feedback from these will be provided to teachers within 2 days. We also use Common Curriculum, an online platform for teachers</p>	<p>PCSB neither looked for nor observed evidence related to this strategy.</p>

	to plan lessons, share with colleagues and solicit feedback from instructional leaders.	
<p><b>Professional Development</b></p> <p>The LEA/School aligns professional development with identified needs based on staff evaluation and student performance.</p>	<p>The professional development program will be based on teacher evaluation data available in TeachBoost. We will structure the weekly (Wednesday) professional development sessions as professional learning communities so that teachers are focusing on instructional strategies that are directly related to their identified growth areas. We will also use student achievement data to identify focus areas for professional development. Additionally, the SEL Department will deliver relevant professional development monthly to teaching staff, aimed at improving teachers' ability to manage off-task behavior and become more sensitive to some of the trauma our students have been exposed to.</p>	<p>PCSB neither looked for nor observed evidence related to TeachBoost.</p> <p>During the scheduled day, PCSB was scheduled to observe a Wednesday Professional Development session for staff on questioning techniques after their Wednesday staff meeting. Staff spent the majority of the professional development time discussing a student behavior incident that had happened at the school the day before, thus PCSB did not have the opportunity to see any professional development focused on instructional strategies.</p> <p>PSCB neither looked for nor observed evidence related to managing off-task behavior.</p>
<p><b>Professional Development</b></p> <p>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.</p>	<p>All staff members participate in weekly (Wednesday) professional development workshops. We also provide weekly instructional coaching by the principal or vice principal. The coaching and support provided through these strategies will be differentiated based on individual teachers' needs. Additionally, we have contracted with Cambridge Education to provide professional</p>	<p>See evidence related to professional development in the strategy above.</p>

	development and support for school leaders, to design assessments for learning, and to create and manage a school improvement plan.	
<p><b>Professional Development</b></p> <p>The school has established a team structure among teachers with specific duties and time for instructional planning.</p>	<p>The school leadership team will work with Cambridge Education to implement a teacher team protocol to ensure that teacher teams are focused on collaborating to improve teaching practice. We have also designed a master schedule that allows most teachers to have two planning periods (1 for their own planning and 1 for team planning).</p>	<p>PSCB neither looked for nor observed evidence related to teacher team protocols or teacher collaboration.</p>
<p><b>Professional Development</b></p> <p>Teachers learn instructional strategies that can be implemented in classrooms right away.</p>	<p>The professional development program will focus on teaching teachers concrete instructional strategies, allowing time for practice, and providing regular feedback to improve practice.</p>	<p>See evidence related to professional development in the strategy three rows above, “The LEA/School aligns professional development with identified needs based on staff evaluation and student performance.”</p>
<p><b>Curriculum</b></p> <p>All lessons have clearly stated learning objectives directly connected to one or more state standards.</p>	<p>The learning objective for each lesson will be directly linked to a CCSS and will be clearly posted in the classroom. Each lesson begins with an explanation of the learning objective and an overview of the activities that will help students achieve the objective. When inquiring, students can explain what they are learning and why it is important.</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching’s Instructional Delivery</i> component of <i>Communicating with Students</i>.</p>
<p><b>Assessment</b></p>		

<p>All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</p>	<p>There is an assessment calendar for mid-term and end of quarter assessments. Each unit will also include one or more performance assessments that will allow students to demonstrate mastery of standards-based objectives. The performance assessments will be included in the unit plans. Additionally, teachers will use a variety of strategies to check for student understanding and to assess student mastery of learning objectives on a daily basis. Teachers review data on an ongoing basis, during common planning time to norm scoring of assessments, reviewing student work.</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching's Instructional Delivery</i> component of <i>Using Assessment in Instruction</i>.</p>
<p><b>Instruction</b></p> <p>Teachers provide students with clear objectives and agendas in order to provide purpose and meaning for all instructional time.</p>	<p>The learning objective for each lesson will be directly linked to a CCSS and will be clearly posted in the classroom. Each lesson begins with an explanation of the learning objective and an overview of the activities that will help students demonstrate mastery of the objective. Learning environment. What are you learning? Why is it important? How do you know if the work is good?</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching's Instructional Delivery</i> component of <i>Communicating with Students</i>.</p>
<p><b>Instructional Time</b></p> <p>Teachers maximize instructional time using effective classroom procedures and time management techniques.</p>	<p>Objectives and agendas are clearly written on the board. Students enter the classroom and begin the Do Now without direction from teacher. Teachers give clear directions for classroom learning activities prior to releasing students to work. Teachers use</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching's Classroom Environment</i> components of <i>Managing Classroom Procedures</i> and <i>Managing Student Behavior</i>.</p>

	<p>timing devices to monitor time for learning activities and to pace the lesson appropriately. Teachers have clear procedures to transition between learning activities.</p>	
<p><b>Instructional Time</b></p> <p>Teachers differentiate instruction in order to provide students with instruction in their zone of proximal development.</p>	<p>Teachers differentiate lessons in a variety of ways, depending on the needs of students. For example, a lesson objective might be differentiated or the text level might be differentiated. Teachers will be knowledgeable about the accommodations that special education students receive and will provide those accommodations in class with the assistance of a co-teacher.</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching's Instructional Delivery</i> component of <i>Engaging Students in Learning</i>.</p>
<p><b>Instructional Time</b></p> <p>The instructional program is active and engaging for students.</p>	<p>Teachers provide student-centered instruction for at least a portion of every lesson. Examples of student-centered instruction include problem-based learning, small group projects, and class discussions on topics of interest to students.</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching's Instructional Delivery</i> component of <i>Engaging Students in Learning</i>.</p>
<p><b>Instructional Time</b></p> <p>The pacing of the lesson is appropriate and results in the utilization of the entire instructional period.</p>	<p>Teachers use timing devices to pace lessons and to ensure that all instructional time is utilized. Teachers make adjustments to instructional plans based on students' needs. For example, a teacher may check-in with students to see if more time is required for a particular learning activity.</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching's Instructional Delivery</i> component of <i>Engaging Students in Learning</i>.</p>

<p><b>Instructional Time</b></p> <p>Literacy strategies are taught and used in all content areas.</p>	<p>All classes will have a literacy-based objective each day (except for math). A school-wide literacy initiative will be implemented according to a calendar to ensure that students are practicing key literacy skills repeatedly over the course of the entire school year. All teachers will adopt consistent literacy strategies that are evident in the classroom environment.</p>	<p>The QSR team observed inconsistent evidence of the explicit teaching of literacy strategies in all content areas. In a couple of classrooms besides English, teachers focused on a literacy strategy, as in Physics during the scheduled day when part of the students' task was to circle key terms in the text, underline words and phrases they did not understand, and put a box around the main idea. However, in most classrooms, literacy instruction consisted only of vocabulary development. Teachers consistently used challenging vocabulary, appropriate to the age of the students and the content students were studying. In cases where students could not understand the vocabulary, teachers generally encouraged students to break down the word and think about words that look similar to elicit meaning.</p>
<p><b>Learning Environment and Culture</b></p> <p>Teachers use a variety of strategies to manage student behavior, including praise of positive behavior, explicit instruction in social skills, and corrective teaching when problem behavior occurs.</p>	<p>Social skill posters are posted in every classroom. Teachers praise positive behavior. Teachers teach social skills proactively and as a corrective strategy.</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching's Classroom Environment</i> component of <i>Managing Student Behavior</i>.</p>
<p><b>Learning Environment and Culture</b></p>	<p>Teachers provide explicit social skill instruction for students who demonstrate</p>	<p>For evidence related to this strategy, please see the <i>Framework for Teaching's Classroom</i></p>

<p>Teachers address student off task and problem behavior using a variety of strategies.</p>	<p>problem behavior; teachers use proximity to minimize off task behavior; teachers have classroom expectations and consequences that are clearly posted and are referenced when students demonstrate problem behavior.</p>	<p><i>Environment</i> component of <i>Managing Student Behavior</i>.</p>
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