



July 18, 2017

Monica Ray, Board Chair
Community College Prep Public Charter School
2405 Martin Luther King Jr Ave SE
Washington, DC 20020

Dear Ms. Ray:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 2016-17 school year for the following reason:

- School eligible for 5-year Charter Review during 2017-18 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Community College Prep Public Charter School between May 15, 2017 – May 26, 2017. Enclosed is the team's report. 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 Community College Prep Public Charter School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures

cc: Connie Spinner, Executive Director

Qualitative Site Review Report

Date: July 18, 2017

Campus Information

Campus Name: Community College Prep Public Charter School

Wards: 6 and 8

Grade levels: Adult

Qualitative Site Review Information

Reason for visit: School eligible for 5-year Charter Review during 2017-18 school year

Two-week window: May 15, 2017 – May 26, 2017

QSR team members: 1 DC PCSB staff member, 2 consultants including one Adult Education specialist and one Special Education specialist

Number of observations: 13

Total enrollment: 457

Students with Disabilities enrollment: N/A – Community College Prep PCS opted-out of IDEA funding for SY2016-17

In-seat attendance¹ on the days the QSR team conducted observations:

Visit 1: May 17, 2017 – 59.0%

Visit 2: May 23, 2017 – 69.0%

Visit 3: May 24, 2017 – 61.0%

Visit 4: May 25, 2017 – 56.0%

Summary

The mission of Community College Prep Public Charter School (Community College Prep PCS) is to provide the education and skills development that will empower and prepare under-credited adults for post-secondary education success, viable employment and lifelong learning.

Community College Prep PCS offers a variety of classes and Career and Technical Education (CTE) courses across three facilities in Wards 6 and 8. Students at Community College Prep PCS may prepare for the General Education Diploma (GED) exam through core content classes. Students may also earn CTE certifications in Microsoft Office Suite (MOS), automotive technology, heating, ventilation, and air conditioning (HVAC), and CompTIA, the Computing Technology Industry Association certification for the information technology (IT) field.

The QSR team observed many of these course offerings during the two-week window and saw full classes marked by high levels of engagement across all three facilities during the day and evening classes. The team noted strong rapport between students and teachers. Students demonstrated their commitment to learning by asking questions, working cooperatively with peers, and celebrating their educational progress. Community College Prep PCS uses a variety of online instructional programs in learning labs including

¹ This data has not been validated. DC PCSB requested this data from the school in July 2017.

MyFoundationsLab, Achieve 3000, Learner Community, and Computer Essentials/GED Academy. The QSR team observed each of these platforms as well as CommitLit, which provides free online reading passages and comprehension tools.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored a very high 96% of observations as distinguished or proficient in the Classroom Environment domain. Notably, in the components of *Creating an Environment of Respect and Rapport* and *Establishing a Culture for Learning*, 100% of observations were rated proficient or distinguished. Observers noted a “family-like” atmosphere at all three facilities. Teachers asked questions about students’ lives outside of the classroom and at times, offered solutions to challenges the Adult Education learners were facing, such as inflexible work schedules or parenting obligations. In the other two components, *Managing Classroom Procedures* and *Managing Student Behavior*, 92% of observations were rated as proficient or distinguished. Overall there were only a few minor instances of misbehavior related to profanity and inappropriate use of technology. Classroom routines functioned smoothly and efficiently and students were well acquainted to the technology embedded within the curriculum. No observations were rated unsatisfactory in this domain.

The QSR team scored 80% of observations as distinguished or proficient in the Instruction domain. The highest rated component was *Communicating with Students* with 92% of observations rated as distinguished or proficient. Whether through direct instruction or individually with students in the Learning Lab, teachers clearly communicated the lesson purpose within the broader learning goals. Overall students engaged with the learning tasks, indicating that they understood what to do. Teachers empowered students to ask questions and seek help when needed.

Governance

A DC PCSB staff member observed the Community College Prep PCS board meeting on May 18, 2017. A quorum was present. Executive Director Connie Spinner gave a program update. She explained that Advanced Ed is fully recommending Community College Prep PCS for accreditation. Ms. Spinner shared that the school is working with Eagle Academy PCS to provide summer camp options for adult students who need childcare. The Outreach and Retention Coordinator shared an enrollment update. The board approved the 2017-18 calendar and budget.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission: The mission of Community College Preparatory Academy is to provide the education and skills development that will empower and prepare under-credited adults for postsecondary education success, viable employment and lifelong learning.</p>	<p>Students spanning a variety of ages learned in classes oriented towards GED preparation and CTE certifications. Each student is assigned a Student Success Specialist (SSS) who creates an individualized learning plan upon student enrollment. Observers saw SSS’ pull students for bi-weekly check-ins during the observation window.</p> <p>The school promotes viable employment opportunities through its CTE programs. In these observations several teachers connected the learning tasks to what students would be doing “on site” of their future workplace. The school posts the number of CTE certifications earned to date in each CTE classroom at all three facilities.</p> <p>Observers noted evidence that Community College Prep PCS promotes lifelong learning. In one observation, a student said, “I already got the GED. Now I’m back to get my Microsoft certification and this time I brought my son to get the certification for himself.” In a few observations former students who had passed the GED or CTE exams volunteered to tutor students preparing for final exams.</p>
<p>PMF Goal #1: Student Progress: Students improving one or more goals in ABE or ESL performance <i>Student academic growth over the course of a program year</i></p>	<p>Teachers in learning labs referenced each student’s individual progress logs, which track their assignments as well as their progress towards the GED. Growth in the learning labs is measured through GED preparation in which each student must</p>

Mission and Goals	Evidence
	<p>earn an 80% or higher on interim quizzes before progressing to the next standard. In several classes students were working to achieve 80% mastery on a given set of objectives. All classrooms had visual displays of objective completion. When students achieved 80% mastery of the day's standard, they moved the star with their name on it to the "Daily Stars" board. Students earn incentives with their daily stars such as snacks, juice, and raffle tickets.</p>
<p>PMF Goal #2: Student Achievement: Secondary credential attainment <i>Students who complete a program of study to earn a secondary credential (GED/NEDP)</i></p>	<p>All the learning lab instructors referenced the goal of working towards passing the GED in their stated lesson objective. Students who passed a portion of the GED were publically recognized in classroom and hallway displays at all three facilities.</p> <p>In learning labs students progressed through math, reading/social studies, and science lessons on computer- based programs that teachers actively monitored in real time. Students chose from software options and teachers circulated to each student to provide individual feedback or coaching on a given topic.</p> <p>The QSR team also observed direct instruction of math, reading/social studies, and science. These observations were marked by high levels of participation as teachers used a traditional "I do" mini-lesson followed by a "we do" guided practice and ending with a "you do" assessment that student completed either individually or in groups. In most observations students asked clarifying questions and requested extra help during independent practice as needed.</p>
<p>PMF Goal # 3: Career and College Readiness: Employment and postsecondary outcomes</p>	<p>The QSR team observed Microsoft Office Suite, CompTia, and OSHA classes during the two-week window. In each observation</p>

Mission and Goals	Evidence
<p><i>Preparedness for students' employment and/or entry in postsecondary</i></p>	<p>teachers explicitly communicated the importance of the class for new employment/career opportunities in the District. Most students were in the final preparation stages before their final exams and demonstrated their commitment by asking questions and working diligently through review books with their peers, teachers, and tutors.</p> <p>While teachers referenced the goal of passing the GED in core content classes, and certification exams in CTE classes, the QSR team did not observe teachers explicitly tying instruction to other postsecondary opportunities.</p>
<p>PMF Goal #4: Leading Indicators: Predictors of future student progress and achievement <i>Students' attendance and retention rates</i></p>	<p>DC PCSB measures attendance to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On each day of observations the school had attendance rates above 49.5%, which is the floor of the Performance Management Framework for adult schools.</p> <p>In-seat attendance on the days the QSR team conducted observations: Visit 1: May 17, 2017 – 59.0% Visit 2: May 23, 2017 – 69.0% Visit 3: May 24, 2017 – 61.0% Visit 4: May 25, 2017 – 56.0%</p>

THE CLASSROOM ENVIRONMENT²

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 96% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored an impressive 100% of the observations as distinguished or proficient in this component. The tone between and among students and teachers was highly respectful throughout the observation window. In distinguished observations teachers showed respect for students lives outside of the classroom by asking about their children, work schedules, and transportation concerns. In one observation the teacher allowed a student to pass around a picture of his new baby. All of the students expressed excitement and congratulations for their peer. When students answered academic questions incorrectly, the teachers respected student dignity in responses such as, “Great start. Can someone add to her answer?” or “Let’s go back to your notes together to make sure you get this right.” In another observation the teacher enthusiastically welcomed the “family unit” that registered for the new class session. When a student walked in late, the teacher said, “Good morning, X! I thought you had to work today-you tricked me! We are so glad you’re here.” In all observations teachers celebrated student successes. On several occasions students were eager to help one another with learning tasks and did so freely without teacher prompting.</p>	Distinguished	42%
		Proficient	58%
	<p>The QSR team rated none of the observations as basic in this component.</p>	Basic	0%

² Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team scored an impressive 100% of the observations as distinguished or proficient in this component. In all observations teachers used a uniform tracking system using cardstock stars. Students who mastered the day’s objective got to move the star with their name on it to the “success wall.” Students who passed a portion of the GED had special stars posted in each classroom.</p>	Distinguished	23%
	<p>In one distinguished observation a student was upset about his test results. The teacher said, “Please, please, please, don’t get discouraged. You know this information. The fact of the matter is you can do it.” Students actively encouraged one another’s successes with high-fives and small celebratory dances. When one student looked at his warm-up, he said, “Piece of cake for me!” In another observation the teacher stated, “We don’t have time to chill in here because the work is too important.”</p>	Proficient	77%
	The QSR team rated none of the observations as basic in this component.	Basic	0%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team scored a high 92% of the observations as distinguished or proficient in this component. In these observations classrooms ran smoothly with little loss of instructional time. Students were very knowledgeable about where the resources and supplies were in each classroom. Students had no trouble logging into computers and retrieving supplies such as pencils, calculators, and paper when needed. Students asked quietly if it was okay to take a quick break. They then stepped out for five-seven minutes before returning to class and immediately getting back on task. The students that arrived late signed the attendance sheet, and quietly moved to their seats.</p>	Distinguished	8%
		Proficient	84%
	<p>The QSR team scored less than 10% of observations as basic in this component.</p>	Basic	8%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team scored a high 92% of the observations as distinguished or proficient in this component. More than half of observations were distinguished because there was no evidence of any misbehavior. The tone of interactions between students and teachers was highly respectful across all classes. In observations that scored proficient in this component, teachers had to remind students of classroom rules, particularly around improper use of technology. In these instances students immediately re-directed and focused on the learning task. Students teased each other and their teachers in a good-natured fashion. In one observation the teacher asked if anyone needed her to go through the steps one more time. A student exclaimed, "Yes, please! You're so fast you're like Busta Rhymes!" The teacher and all the students laughed.</p>	Distinguished	54%
		Proficient	38%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored less than 10% of observations as basic in this component.	Basic	8%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

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 82% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored a high 92% of the observations as distinguished or proficient in this component. In several observations students worked on unique computer-based assignments in the learning lab. Students clearly understood their individual assignment and teachers circulated to explain the various objectives. One teacher sat down with a student and explained the difference between independent and dependent variables and then rotated to a second student who was working on a reading comprehension passage.</p>	Distinguished	8%
	<p>The learning objectives for the class were clearly posted on the board in each observation. During direct instruction teachers modeled the steps of the given learning task and demonstrated strong command of the academic vocabulary of the content. The majority of students engaged in independent practice throughout the lessons, indicating that they could follow through with what was expected to master the day’s objective.</p>	Proficient	85%
	<p>The QSR team scored less than 10% of observations as basic in this component.</p>	Basic	8%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 75% of the observations as distinguished or proficient in this component. In these observations teachers asked open-ended questions, inviting students to think and/or offer multiple possible answers. The teachers built upon student responses to engage students in the discussion. Teachers asked questions such as, "What's happening in the story?" and "What does that number represent in this problem?" or "Walk me through how you would simplify this fraction." Teachers invited students to justify their answers with questions such as, "How did you come up with that?" or "How do you determine your next step?"</p> <p>In some classes students reviewed for a final exam and teachers appropriately used questions with single correct answers. These observations were rated as proficient given the effectiveness of the review strategy for technical certification exams. Teachers called on students who didn't initially volunteer and many students actively engaged in the discussion. In one observation students reviewed for their OSHA exam with a Jeopardy game.</p>	Distinguished	8%
		Proficient	58%
	<p>The QSR team scored 25% of the observations as basic in this component. In these observations some students did not participate. In one observation only a small number of students (5/19) answered questions throughout the 40-minute observation. In another observation one student was allowed to sit silently during the entire 30-minute small group discussion, sometimes looking off into space.</p>	Basic	25%

Instruction	Evidence	School Wide Rating	
	The QSR team scored less than 10% of observations as unsatisfactory in this observation.	Unsatisfactory	8%
Engaging Students in Learning	The QSR team scored 85% of observations as distinguished or proficient in this component. In distinguished observations all students remained engaged for the duration of the lesson. A computer-based tracking system differentiated learning tasks in core classes to be on pace with individualized students' progress. In one observation a few students were analyzing a text while others were conducting a science experiment on plant growth. In these observations students maintained on-task discussions with one another. In one math class several students conferred with one another as they worked through a shared problem set.	Distinguished	23%
		Proficient	62%
	The QSR team scored 15% of observations as basic in this component. In these observations the pacing of the lesson was uneven. In one observation students who completed their warm-up sat idly for over five minutes before direct instruction began. In another observation a teacher asked students to follow along on their own computers. Some students sat passively without following along on their computers for at least a portion of the observation. A few students in this observation were scrolling through their phones under their desks.	Basic	15%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team scored 75% of observations as distinguished or proficient in this component. Teachers circulated throughout most lessons to check student progress and ask specific questions to gauge student understanding. In one observation a teacher said, "Did you finish all of your multiple-choice questions? Pull it up and let's take a look." In another the teacher said, "Don't just stop at the whats, the whens, and the hows. Really think and tell me <i>why</i>."</p>	Distinguished	8%
	<p>One student struggled to reach the 80% score needed to pass the day's objective. The teacher offered a solution: "Why don't you write down each of your steps on paper instead of the computer so I can help you pinpoint exactly where you made your mistakes?" The student thanked the teacher and they worked together until the student reached 80% mastery. Teachers referred to online deadlines and students were aware of the assessment criteria.</p>	Proficient	67%
	<p>The QSR team scored 17% of observations as basic in this component. In these observations students were not prompted to explain their thinking. Teachers asked vague assessment questions, such as, "Do you need me to go over anything else?" In another observation some students did not understand how to do the warm-up problems. When the teacher did them on the board, a student couldn't articulate what part he didn't understand. Instead of probing, the teacher said, "That's ok. It's like riding a bike. Sometimes you fall off and you get back on." The teacher moved on to the next problem without addressing the student's misunderstanding.</p>	Basic	17%

Instruction	Evidence	School Wide Rating	
	The QSR team scored less than 10% of observations as unsatisfactory in this component.	Unsatisfactory	8%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	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.
Establishing a Culture for Learning	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.
Managing Classroom Procedures	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.
Managing Student Behavior	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: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	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.
Using Questioning and Discussion Techniques	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.
Engaging Students in Learning	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.
Using Assessment in Instruction	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.

