



January 30, 2015

John Green, Board Chair
Achievement Prep PCS
908 Wahler Place, SE
Washington, DC 20032

Dear Mr. Green:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the 2014 Memorandum of Understanding that PCSB has with the Office of the State Superintendent of Education (OSSE) around implementation of the 2012 Waiver to the Elementary and Secondary Education Act, PCSB must “Ensure that public charter schools identified as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school’s Intervention and Support Plan” (p.5). Achievement Preparatory Public Charter School (Achievement Prep PCS) – Wahler Place Elementary School Campus was designated as Focus by Office of the State Superintendent of Education for the performance of your African American students on the math portion of the 2014 DC CAS.

Please see the following link for information about the requirements for exiting Focus status:
http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/OSSE_Revisions%20-%20Executive%20Summary%20-%20All%20Principles%20-%202017%2012%20FINAL.pdf

A Qualitative Site Review team conducted on-site reviews of Achievement Prep PCS between December 1 and December 12, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school’s goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated both classrooms and a board meeting against these goals. This evaluation was informed by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. PCSB also attended a scheduled day on December 10, 2014 to observe how the school’s Focus intervention strategies are being implemented in classrooms.

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.

Sincerely,

A solid black rectangular box used to redact the signature of the sender.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Achievement Prep PCS – Wahler Place Elementary School Campus serves 272 in grades K - 3 in Ward 8. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) and Elementary and Secondary Education Act (ESEA) monitoring in December 2014 because Achievement Prep PCS – Wahler Place Elementary School Campus is designated as Focus/Priority by Office of the State Superintendent for the performance of your African American students on the math portion of the 2014 DC CAS.

The QSR team conducted observations over the course of a two-week window, from December 1 through December 12, 2014. A team of two PCSB staff members and one consultant conducted 16 classroom observations. A QSR team member attended a scheduled day, set by the school, to collect evidence related to the school's Focus strategies, including departmentalized instruction, individualized professional development, classroom observations/coaching, curriculum, programming, collecting and responding to data and improving school culture. 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 also collected evidence regarding the school's stated mission and goals.

The QSR team scored 67% of the observations as distinguished or proficient in the Classroom Environment domain. In many observations there was evidence of common routines, rituals, procedures and strategies to address classroom management. Teachers addressed students as scholars, encouraged them to sit in the scholar position and used chants and cheers to praise students when they were on task. The school values, DREAM, were posted in most classrooms and referred to on several occasions by teachers when working with students. However, observers also witnessed several teachers struggling with implementing procedures effectively resulting in ineffective student behavior management.

The QSR team scored less than half (48%) of the observations as distinguished or proficient in the Instruction domain. While observers scored approximately 80% of observations proficient in the Communicating with Students component, and teachers modeled tasks for students, made few content errors and clearly explained to students what they would be learning, only 19% of observations scored proficient in the Engaging Students in Learning. In some classrooms, there were different instructional groupings used, but most tasks involved students completing worksheets and limited their opportunities to problem solve or choose how they completed their tasks. There were also several classrooms with slow pacing and a lot of down time which led to off-task student behavior.

The majority of evidence collected during the scheduled day centered on the school's effective implementation of strategies to increase the emphasis on collecting to and responding to data. The school held a four-hour professional development session focused on the review of its most recent Achievement Network interim assessment results. The teachers worked in grade-level teams to review the student data and develop an assessment and action plan for re-teaching during the next instructional window.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

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

Mission and Goals	Evidence
<p>Mission: Our mission is to prepare students to excel as high-achieving scholars and leaders in high school, college and beyond.</p>	<p>PCSB observed some evidence of the school meeting its mission.</p> <p><i>High-achieving scholars</i> The teachers and staff consistently referred to students as “scholars.” There are pictures throughout the hallways of students who are high performers or who demonstrated leadership qualities. In several observations, the teachers shared that they were getting students ready for the next grade level. However, less than half of the observations earned proficient or distinguished marks in the instructional domains of the Danielson Framework, with less than a quarter (19%) earning proficient scores in Engaging Students in Learning. In some classrooms the lessons were too challenging and several students could not complete their classwork or answered problems incorrectly.</p> <p><i>Leaders in high school, college and beyond</i> Two observations had students be “transition leaders,” one classroom had a student jobs poster displayed for the classroom, but it wasn’t being used. Most lesson activities and classroom procedures were teacher-directed with limited opportunities for students to lead discussions or activities or otherwise practice leadership skills.</p>

Goals:	
<p>1. Students master content in reading and demonstrate proficiency as readers of the English language.</p>	<p>All students observed reading aloud in literacy classes were able to do so fluently. The reading instruction was inconsistent. In one observation the teacher had students read independently and then asked students questions about things that were both explicit and implicit in the text. In another observation, the teacher read aloud and had the students repeat words without requiring them to follow along in the book. In a Kindergarten classroom, the students were tasked with creating Venn Diagrams about a passage they were reading. Students had difficulty following along, writing in the circles and understanding what it meant to compare and contrast.</p>
<p>2. Students master content in writing and demonstrate grade level proficiency or higher and progress one year or more every year in writing.</p>	<p>Observers saw no evidence supporting this goal. During the classroom observations, none noted seeing writing classes or explicit writing instruction. One math teacher expected students to write their answers in complete sentences. Another math teacher used guided notes to help students with notes on the new lesson.</p>
<p>3. Students master content in math and demonstrate increased academic achievement in mathematics annually in tested areas.</p>	<p>The QSR team saw limited evidence in support of the school meeting this goal. In one observation, the math teacher taught students how to solve multi-step word problems using a variety of operations. Students were eager to participate in the lesson and the intervention specialist provided accommodations for students that needed help identifying key words in math word problems. However, the remaining observations of math instruction showed low-level teaching and learning with teachers doing the majority of the thinking and students following along or copying the answer. In some observations, the instruction was geared above the students' ability, causing them to be confused and then off-task.</p>

<p>4. Students demonstrate grade level proficiency or higher and progress one year or more every year in science.</p>	<p>The QSR team did not observe any evidence related to this goal.</p>
<p>5. Students will demonstrate an increase in achievement scores in reading on the Woodcock Johnson III assessment for special education students.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>6. Students will demonstrate an increase in achievement scores in mathematics on the Woodcock Johnson III assessment for special education students.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>7. Students demonstrate high levels of attendance and homework completion.</p>	<p>While the QSR team neither looked for nor observed explicit evidence related to this goal, the team observed very few empty desks. The QSR team neither heard nor saw any references to homework during any of the observations.</p>
<p>8. Students consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability and Mastery) in their actions and interactions within the school community.</p>	<p>All classrooms had the DREAM values posted with a daily tracker of how well the class is embodying those values. Most of the daily trackers were blank. Teachers referred to the values when discussing student accountability and having respect for their behavior.</p>
<p>9. Maintain annual out of school suspensions less than 5%.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>

<p>10. Parents/families actively engage in their child’s learning and support the mission of the school.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>11. Parents/families demonstrate high satisfaction with the academic program and the clear and open communication of Achievement Prep.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>12. The community will demonstrate overall satisfaction with Achievement Prep.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>13. The faculty and staff will demonstrate overall satisfaction with Achievement Prep.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>14. Achievement Prep PCS will demonstrate effective systems of home/school communication.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>15. Achievement Prep PCS will demonstrate full enrollment and strong student retention.</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 the Achievement Prep Board of Trustees meeting on January 21, 2015. A quorum was present. The board discussed new the data dashboard that will include information about demographics, discipline/suspensions, student attrition, attendance, and assessment. Other topics included 990 forms required for the IRS, facilities, scheduling of upcoming meetings, organizational goals, and the board portal.</p>

THE CLASSROOM ENVIRONMENT¹

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 67% of the observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 69% of the observations as proficient or distinguished in Creating an Environment of Respect and Rapport. In several of the observations, teachers used enthusiastic and friendly tones when speaking to the students. In some classrooms the students spoke respectfully to one another. The teachers also extended kind personal gestures to the students including complimenting their appearance or personal items.	Distinguished	6%
	The QSR team scored 31% of the observations as basic or unsatisfactory in Creating an Environment of Respect and Rapport. Some teachers did not convey warmth or concern and were condescending when speaking to students. Some teachers yelled at individual students or the class to maintain order. Some students spoke rudely to one another calling each other derogatory names or threatening to hit each other without the teacher intervening.	Proficient	63%
		Basic	25%
	Unsatisfactory	6%	
Establishing a Culture for Learning	The QSR team scored 69% of the observations as proficient and none as distinguished in Establishing a Culture for Learning. In several of the observations, the teacher had high expectations that all students participate and learn with messages such as, “We can all do this. I want everyone to try.”	Distinguished	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	Many teachers ensured that all students were on task and participating in the lesson. Most students were putting forth a solid effort on their learning task.	Proficient	69%
	The QSR team scored 31% of the observations as basic and none as unsatisfactory in Establishing a Culture for Learning. In one observation the teacher only worked with students who were on task and made no attempt to address the students not participating. Some students were observed writing answers that didn't make sense or copying off of other students to finish quickly.	Basic	31%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 69% of the observations as proficient and none as distinguished in Managing Classroom Procedures. In many observations there were clear procedures and routines in place for transitions, handing in papers, and using the restroom. In most classrooms students effectively followed the routines. In many classrooms, instructional time was maximized and students were observed always on task.	Distinguished	0%
		Proficient	69%
	The QSR team scored 31% of the observations as basic and none as unsatisfactory in Managing Classroom Procedures. While there was evidence of routines in most classrooms, in some classrooms their implementation was not effective. Some teachers had to repeat directions many times and in another classroom, the students simply refused to follow the teachers' instructions as they transitioned from an activity.	Basic	31%
		Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	The QSR team scored 63% of the observations as proficient or distinguished in Managing Student Behavior. In some classrooms there were no instances of misbehavior. In several observations the teachers monitored students' behavior and redirected inappropriate behavior as needed. Many teachers used the school-wide points systems and changed students' colors according to their behavior. Many teachers praised students who were doing the right thing and awarded points to student groups that were on task.	Distinguished	19%
		Proficient	44%
	The QSR team scored 37% of the observations as basic or unsatisfactory in Managing Classroom Procedures. Some teachers had expectations for behavior that weren't consistently enforced. Some teachers did not effectively respond to student misbehaviors and ignored behaviors that disrupted the class. In one classroom the teacher stopped responding to student misbehavior altogether – which resulted in a student pulling the chair out from under another student without consequence.	Basic	31%
		Unsatisfactory	6%

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 less than half (48%) of the observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 81% of the observations as proficient or distinguished in Communicating with Students. The teachers clearly communicated lesson objectives, directions, and the lesson purpose to students. Observers saw no content errors when delivering instruction and teachers included students while doing repeat backs.</p>	Distinguished	6%
		Proficient	75%
	<p>The QSR team scored 19% of the observations as basic and none as unsatisfactory in Communicating with Students. One teacher ineffectively modeled a think aloud, leaving students confused. In another observation the teacher did not communicate a common misconception to students before they completed their work and half the class did their classwork incorrectly.</p>	Basic	19%
		Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 31% of the observations as proficient in Questioning/Prompts and Discussion Techniques. In some classrooms students were given an opportunity to agree or disagree with their peers after prompting from the teachers. In another observation a teacher pushed students to explain their reasoning for solving a math problem and asked a number of open-ended questions.</p>	Distinguished	0%
		Proficient	31%
	<p>The QSR team scored 69% of the observations as basic and none as unsatisfactory in Questioning/Prompts and Discussion Techniques. In</p>	Basic	69%

Instruction	Evidence Observed	School Wide Rating	
	many observations the questions were low level or only required students to recall information such as “What is this word?” or “What is the answer?” Most observers saw teacher-centered instruction with limited opportunities for student discussion or input.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 19% of the observations as proficient and none as distinguished in Engaging Students in Learning. In these classrooms students were on task and for most of the observation, particularly at the i-Ready computer stations. The teachers used different instructional groupings as they worked with students including whole group, small group, and independent work.	Distinguished	0%
		Proficient	19%
	The QSR team scored 81% of the observations as basic and none as unsatisfactory in Engaging Students in Learning. The tasks in most observations were procedural and did not require students to actively think or problem solve (e.g., repeating words read by the teachers and copying the work the teacher did onto worksheets). There were few opportunities for students to answer open-ended questions or approach problems from different perspectives. In some classrooms, students were off task because the pacing was too slow. In other classrooms students did not have anything to do or it was too fast and students quit trying to keep up (e.g., a math teacher told the class that they should be on the last problem and three or four students who had not finished put their pencils down and stopped working).	Basic	81%
Using Assessment in Instruction	The QSR team scored 63% of the observations as proficient or distinguished in Using Assessment in Learning. Several teachers gave students specific feedback on their work. Teachers gave students input on how to improve their responses and students repeated the task and were	Unsatisfactory	0%
		Distinguished	13%

Instruction	Evidence Observed	School Wide Rating	
	successful. One teacher sat with a student who had done almost all of the problems incorrectly, gave him feedback on his mistakes and reiterated the key parts of the lesson. The student then made the corrections and was able to do the work on his own. Exit tickets were used in some classrooms to assess student understanding.	Proficient	50%
	The QSR team scored 38% of the observations as basic or unsatisfactory in Using Assessment in Learning. In these observations, the feedback to students was global, such as saying, “Good work” to the whole class. A couple of teachers did not make any attempt to check for understanding during the lesson. Some teachers did not provide examples or make it clear what high quality work looks like when working with students. In one class the teacher did not adjust the lesson after seeing nearly the entire class do the work incorrectly.	Basic	25%
		Unsatisfactory	13%

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.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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 situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
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.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes Achievement Prep’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 December 10, 2014 and the observation window from December 1 – 12.

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	How would this strategy look on the ground?	Evidence
Transition to departmentalized model of instruction	<p>All Achievement Prep Mississippi Ave teachers are now focused on planning for and teaching a specific content area versus the traditional elementary model where teachers are responsible for teaching all of the subjects. In action, this will be observable through a review of the daily schedule, and during the school visit. Observers will see math teachers transitioning to different advisory classrooms to specifically teach math. You will also see these teachers planning for math lessons during their planning periods.</p> <p>In addition, you will be able to observe the math teachers receiving content specific development from a school administrator who oversees all of the math department.</p>	The QSR team saw evidence of content specific instruction while reviewing the daily schedule and during the school visit. Each classroom was assigned reading and math teachers that delivered specific content to students and rotated to multiple rooms. Teachers worked in grade level content teams during the observation of a professional development session.
Individualized Professional Development	This year, all Achievement Prep Mississippi Ave teachers have a thirty-minute individual professional development meeting with one of the Co-	While these meetings were not explicitly observed, one of the teachers shared with the QSR

	<p>Directors of Academic Achievement. The meeting is conducted using the protocol below.</p> <p style="text-align: center;"><u>Individual Weekly Meeting Protocol</u></p> <p><i>Agenda Minutes 1 – 10: Review of WS and SWYK Quiz</i></p> <p>These documents are submitted the day prior to the scheduled weekly meeting. The Co-Director of Academic Achievement reviews these documents checking for the following things:</p> <ul style="list-style-type: none"> - Rigor, clarity, and measurability of daily objectives - Appropriate pacing of objectives given Scope and Sequence and Unit Sequence Calendar - Alignment of each question on SWYK quiz to the daily objectives – Is each objective assessed multiple times? Does each question match an objective from the week? <p>During the meeting, the Co-Director walks through the curriculum materials and explains feedback. When necessary, the Co-Director will share related resources with the teacher, support the teacher in rewriting or reworking question stems and answer choices, and highlight specific vocabulary or content that should be emphasized or spiraled during the week. The teacher should make changes to the documents in real-time and send to the Scholar Support Teacher prior to leaving the meeting.</p> <p><i>Agenda Minutes 11 – 20:</i></p> <p><i>Individualized Professional Goals</i></p> <p>Goals are created for each individual teacher based on observation feedback, reflections from the teacher, and scholar data. Progress towards goals is monitored, actionable next steps are outlined, and modeling and</p>	<p>team that they were en route to a thirty minute planning meeting with one of the Co-Directors and would be returning to provide classroom support at the conclusion of the meeting. During a professional development session observed by the QSR team, the co-directors shared that teachers would be sharing their ANET action plans during their weekly curriculum planning meeting.</p>
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	<p>practice of specific skills occur during this time. When creating goals, the following things should be considered:</p> <ul style="list-style-type: none"> - What change will have the largest and most immediate impact on Scholar achievement? (Greatest Lever of Change) - What modeling does the teacher need to see in order to begin work on this goal? - What heavy lifting does the teacher need to do during the meeting to prepare for practice in the classroom? <p>This portion of the meeting is about more than just discussing goals. The Co-Directors should be modeling specific skills and techniques and have the teachers practicing those skills. As often as possible, the Co-Directors should be reviewing video clips with teachers so they can see the skill they need to work on.</p> <p><i>Agenda Minutes 21 – 30: Analyzing Data</i></p> <p>Data drives discussions at Achievement Prep. While we value and recognize input, output is our main focus. The Co-Director will choose the data set that is most pertinent to a specific course, teacher, or set of scholars at a given point of the year and work with this data during the last ten minutes of the meeting. The Co-Director will do the following prior to weekly meeting:</p> <ul style="list-style-type: none"> - Choose the most impactful data set to review. - Conduct review of the data prior to the meeting. - Draft a line of questioning that leads teachers to a specific take-away, next step, or action plan. <p>This is the opportunity to develop the data review skills of each teacher in the building. The Co-Directors should be working to get the teachers to</p>	
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	<p>“own” their data and to develop clear action steps to increase scholar achievement.</p>	
<p>Regular Classroom Observations and Coaching</p>	<p>In addition to receiving development during weekly meetings, all teachers are receiving regular classroom observations that focus on each teacher's individualized professional development goal. Feedback is most often delivered in an email sent directly from the classroom, but may also be delivered in an in-person follow-up meeting, or through real time coaching in the classroom.</p> <p>All feedback, regardless of the way in which it is delivered, focuses on three key aspects of what is observed. These are listed and described below.</p> <ol style="list-style-type: none"> 1) Elements to Commend 2) Elements to Consider 3) Elements to Push <p><i>Elements to Commend</i></p> <p>The observer highlights key aspects of instruction, management, classroom culture, and curricular materials that lead the class towards mastery. In addition to providing positive praise to the teacher, feedback in the elements to commend bucket also ensures that the successful actions taken by a teacher are repeated.</p> <p><i>Elements to Consider</i></p> <p>The elements to consider bucket is defined in different ways depending on the level of expertise of the teacher.</p>	<p>While this strategy may be in place, this was not observed during the observation day or Strategies visit.</p>

	<p>New teachers, or teachers who are struggling, will receive feedback that helps them think on a granular level about things in their class such as their classroom setup, body positioning, and responses to behaviors.</p> <p>More seasoned teachers receive feedback that is intended to push their own metacognition. Feedback takes the form of very broad, open-ended questions that force instructors to think deeply about their craft.</p> <p>Regardless of the type of questions asked in this section of the feedback, follow-up conversations take place to ensure that teachers are constantly thinking of ways to improve.</p> <p><i>Elements to Push</i></p> <p>This last component of the feedback focuses on small, simple adjustments that can elevate the success of a class. Typically, the aspects of a class that are highlighted here do not require additional professional development, but act more as a reminder of different tools that are already present in a teacher’s toolkit. When something is addressed that is not a skill that a specific teacher already possesses, additional support will be provided by one of the Co-Directors of Academic Achievement.</p>	
Curriculum	<p>During the 2013 – 2014 school year, Achievement Prep utilized the Envisions math curriculum at the Elementary level. By departmentalizing, the opportunity was gained to develop math curriculum internally for the 2014 – 2015 school year. All math teachers were provided with long-term planning documents such as a scope and sequence and unit sequence calendar, when they arrived at Summer Institute in July. Using this as the starting point, teachers have backwards mapped on a smaller scale in order to create daily materials and assessments that truly match the requirements and rigor of the Common Core Standards.</p>	<p>During the professional development session teachers created action plans for re-teaching based on the students’ results on the Achievement Network assessment. The action plans included a reflection on how the skill was previously taught, the plan for instructional delivery (whole class, small group, partner work, individual), when it</p>

	<p>All curricular materials are reviewed in advance of being used in Achievement Prep classrooms. Weekly plans and assessments are reviewed during the weekly meetings with each teacher.</p> <p>Creating curriculum internally also provides Achievement Prep teachers with the opportunity to differentiate or to spiral review skills as needed based on data. This was difficult to do with success when a more scripted curriculum was being used.</p>	<p>would be retaught and the reassessment to measure the outcome, specific student performance on the ANET assessment. Teachers were encouraged to create alternative strategies for teaching the material, particularly if it didn't produce the student outcomes desired on the initial interim assessment.</p>
Programming	<p>Halfway through the 2013 – 2014 school year, the daily schedule was adjusted to move from one 45 minute math period daily to two 45 minute math periods a day. The 2014 – 2015 daily schedule includes two 45 minute math periods for the full year. In addition, scholars take a daily calendar math class. This year, a new class called Math Facts and Fluency has been added to the daily schedule, allowing for an additional hour of math per week.</p>	<p>The schedule included two 45-minute math periods for students. While the Math Facts and Fluency class may be in place, this was not observed during the observation day or Strategies visit.</p>
Increased Emphasis on Collecting and Responding to Data	<p>A major emphasis has been placed on collecting and responding to data during the 2014 – 2015 school year.</p> <p>Internally: Show What You Know quizzes and Quarter Exams have been created and administered in order to have a clear understanding of scholar progress and mastery.</p> <p>Externally: Achievement Prep has contracted with Achievement Network to administer four benchmark assessments in the areas of ELA and math</p>	<p>While this strategy may be in place, this was not observed during the observation day or Strategies visit.</p> <p>The staff reviewed the Achievement Network interim assessment results during the PD day and discussed ELA</p>

	<p>during the school year. After each assessment, time is dedicated to respond to the data and create action plans to address gaps in understanding.</p> <p>Achievement Prep is also using NWEA MAP testing and STEP testing to monitor and respond to scholar growth.</p>	<p>and math results by grade level.</p> <p>Teachers created action plans during the professional development session to address gaps in student understanding.</p>
<p>Improving School Culture in Order to Increase Focus on Learning</p>	<p>Multiple adjustments have been made in order to improve the culture of the school so that learning is paramount.</p> <p>The school provides a monthly culture pd session that focuses on key techniques to creating and maintaining a strong school culture.</p> <p>The school-wide behavior system (a color chart system) has also been revised for this school year. The adjustments allow for more opportunities for scholars to reset behaviors in the classroom setting, while also learning strategies to cope with frustration or challenges.</p> <p>All scholars in the school also are enrolled in a weekly social skills class that is taught by one of the school social workers, counselors, behavior support specialists, or deans. Teacher practice lessons together weekly so they can reinforce important social skills that were taught by the mental health team.</p> <p>Achievement Prep has also secured the services of Dr. Steve Parese to train all staff on Therapeutic Behavior Management. Training took place on Monday, November 10th and Tuesday, November 11th. Certification was achieved by 100% of the teaching staff at the school.</p>	<p>Please see the Classroom Environment section above for evidence of strategies to improve school culture.</p>

