



**2015-16**  
**Five-Year Charter Review Report**

**Richard Wright**  
**Public Charter School**  
**for Journalism and Media Arts**

**December 14, 2015**

DC Public Charter School Board  
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## **BOARD VOTE AND KEY FINDINGS**

The District of Columbia Public Charter School Board (“DC PCSB”) staff has conducted a charter review of the Richard Wright Public Charter School for Journalism and Media Arts (“Richard Wright PCS”) according to the standard required by the School Reform Act (“SRA”), D.C. Code §§ 38-1802 *et seq.*<sup>1</sup>

Richard Wright PCS adopted the Performance Management Framework (“PMF”) as its goals and student achievement expectations but did not meet the threshold for automatic continuance, which is to earn at least 40% of the points in two of the most recent three years.

According to DC PCSB policy, in cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures. This is known as the “Improvement Provision” of DC PCSB’s “PMF As Goals” policy.

The school showed improvement from school year 2011-12 to 2012-13 and to 2013-14<sup>2</sup>, scoring 27.7%, 35.8% and 48.0% respectively. Based on the factors described later in this report, PCSB staff finds that Richard Wright PCS has met the goal through the Improvement Provision based on the school’s PMF scores since inception in school year 2011-12.

Richard Wright PCS will be deemed to have met its goals and academic expectations at its ten-year charter review in SY 2020-21 if the school:

- earned at least 50% of the possible PMF points in two of the most recent three years; and
- earned at least 45% in any four of the previous five years.

The school has neither materially violated the law nor its charter, and is in strong fiscal health. However Richard Wright PCS did not provide Determination and Findings forms for any of the contracts with vendors that are valued at more than \$25,000 for SY2011-12 through SY2013-14.

On December 14, 2015, the DC PCSB Board voted 5 - 0 to continue the school’s charter with the following conditions:

1. Complete the process of becoming an independent local education agency (“LEA”) for special education by:

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<sup>1</sup> D.C. Code § 38-1802.12(a)(3).

<sup>2</sup> School year 14-15 PMF data is not yet available and, in any event, would not be used to disadvantage the school because DC PCSB has made 2014-15 a “hold harmless” year due to the transition of state assessments.

- a. conducting a Qualitative Assurance Review of its special education programming in spring 2016 and developing an action plan based on identified areas of concern, and achieving 100% on all applicable indicators on the QAR after one year of QAR Action Plan implementation; and
  - b. developing and implementing a plan with deliverables and dates to ensure a smooth transition for school year 2016-17 to operating as an independent LEA for special education compliance by February 1, 2016.
2. Submit the outstanding Determination and Findings forms for procurement contracts and implement a reporting system moving forward to ensure it remains in compliance with this requirement by February 1, 2016.

Further, staff recommends that the Board expect improved academic performance in accordance with the school's charter agreement. As such, and consistent with the Elect the PMF as Goals policy, should the school earn a PMF score below 45 in any two years (whether consecutive or non-consecutive) between 2015-16 and 2020-21, it will be subject to charter revocation<sup>3</sup>. The Board is not bound to exercise its discretion pursuant to the Improvement Provision within the school's charter agreement at the next high-stakes review.

Failure to comply with these conditions or attain the academic performance expectations may result in staff recommending revocation of the school's charter.

### **CHARTER REVIEW STANDARD**

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."<sup>4</sup> As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>5</sup>

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<sup>3</sup> If the PMF growth measure is deemed invalid for school year 2015-16, or any year thereafter, in either reading/English language arts or math (or both), the school may elect to seek approval of DC PCSB to include an alternative method for showing student growth for the specific subject area. The alternative method would be used only in the event that there is no growth measure included in the PMF.

<sup>4</sup> D.C. Code § 38-1802.12(a)(3).

<sup>5</sup> D.C. Code § 38-1802.12(c).

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

## **BACKGROUND INFORMATION ABOUT SCHOOL**

### **School Overview**

Richard Wright PCS began operation in 2011 under authorization from DC PCSB and serves approximately 322 students in grades 8 through 12 in SY2015-16. Over 99% of the school's population is African American and Economically Disadvantaged. Its mission is as follows:

The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8 – 12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

In Richard Wright PCS's annual report<sup>6</sup>, the school highlights its focus on a curriculum that has an interdisciplinary approach and infuses Latin, journalism, and media arts throughout all of the content areas. The school's program ROXIE (Reaching Our Excellence in Education) contains the Journalism and Media Arts program as detailed in their annual report:

Through a hands-on approach to learning, we formed partnerships and gained instructors from the professional community. They provided exciting opportunities and experiences in and beyond the classroom. RWPCS students learn fundamental concepts and skills essential in the fields of Journalism, Broadcast Journalism, television and radio production, Film, Graphic Arts, Visual Arts, and Music Production.

Recently Richard Wright PCS initiated and carried out a Man the Block event. Many other schools participated in this event during which volunteers escort students from school to the metro. This initiative was put in place to foster relationships, increase mentorships, and create awareness about community safety.

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<sup>6</sup> See the Richard Wright 2015 Annual Report attached as Appendix A.

DC PCSB conducted a Strategies Visit<sup>7</sup> for ESEA monitoring in March 2015. Richard Wright PCS was designated as a Focus School by Office of the State Superintendent of Education (“OSSE”) in school year 2013-14 because of the underperformance of its African American and Economically Disadvantaged subgroups on the math portion of the 2013 DC CAS assessment. It should be noted that these subgroups make up the vast majority of the school population. The school showed progress between 2013 and 2014, according to OSSE’s ESEA growth tool. The school needs two consecutive years of improvement to exit status. Given the new state assessment, OSSE will not be calculating progress in 2015. The school’s next opportunity to exit Focus status is in school year 2016 -17.

The school’s overall performance data on the PMF – which assesses many indicators beyond reading and math proficiency, including academic growth, attendance, and re-enrollment – are summarized in the table below.

<b>Richard Wright PCS – PMF Performance</b>		
<b>2011-12 PMF</b>	<b>2012-13 PMF</b>	<b>2013-14 PMF</b>
27.7%	35.8%	48.0%
No Tier	Tier 2	Tier 2
Grades: 8 - 10	Grades: 8 - 10	Grades: 8 - 11

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<sup>7</sup> The District of Columbia has a waiver from the US Department of Education from certain provisions of the Elementary and Secondary Education Act (ESEA). Under the provisions of this waiver, certain very low performing schools are designated as “Priority” schools, and other schools with particularly low performance among certain subgroups of students are designated as “Focus” schools. These schools are required to develop improvement plans, and PCSB conducts “monitoring” visits to assess whether these plans are being implemented. See the March 2015 Strategies Report attached as Appendix B.

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the renewal analysis if they were included in a school’s charter, charter amendment, or accountability plans approved by the DC PCSB Board (collectively, the “Charter”).

The chart below summarizes DC PCSB’s determinations of whether each academic program met its respective goals and academic expectations. These determinations, which are further detailed in the body of this report, are based on the school’s performance in the 2011-12, 2012-13, 2013-14, and 2014-15 school year. Richard Wright PCS met the improvement provision.

	<b>Goals and Academic Expectations</b>	<b>Met?</b>
1	Richard Wright PCS will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years in operation to be deemed as having met its goals and student academic achievement expectations during the fifth-year review.	<b>Yes</b>

**Goal: Richard Wright PCS will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years in operation to be deemed as having met its goal and student academic achievement expectations during the fifth-year review.**

**Improvement provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF’s scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.**

**Assessment: Richard Wright PCS met the goal through the improvement provision.**

As shown in the following table, the school did not meet the goal for earning 40% of the possible PMF points in at least two of the most recent three years.

<b>Richard Wright PCS – PMF Performance</b>		
<b>2011-12 PMF</b>	<b>2012-13 PMF</b>	<b>2013-14 PMF</b>
27.7% No Tier	35.8% Tier 2	48.0% Tier 2
Grades: 8 - 10	Grades: 8 - 10	Grades: 8 - 11

DC PCSB staff recommends that the Board exercise its discretion to find that the school has met this goal under the Improvement Provision for the following reasons:

- The school has demonstrated consistent, annual, significant improvement in its PMF score since its inception. It’s PMF score of 48 for 2013-14 is more than 20 points higher than the score it earned in its first year.
- Qualitative assessments of the strength of instruction have been relatively strong, with more than half of the observations made in the school’s Qualitative Site Review rated distinguished or proficient.
- The school’s English Language Arts results have been relatively strong, with above average student growth and 10<sup>th</sup> grade proficiency rates for African American and Economically Disadvantaged students exceeding the District Average.
- This is a growing school, which graduated its first class of seniors in school year 2014-15. Therefore DC PCSB only has one year of data for any measures involving high school seniors.

While these findings are sufficient to invoke the Improvement Provision, other of the school’s performance indicators are cause for concern. These include below state and sector average performance in multiple measures including:

- Mathematics – both measured by student growth and proficiency rates (overall and by subgroup)
- PSAT
- SAT/ACT scores
- Advanced Placement/Dual Enrollment passage rates
- College acceptance rates
- Four-year graduation rates



At its next high stakes review, Richard Wright PCS will be deemed to have met its goals and academic expectations if the school:

- earned at least 50% of the possible PMF points in two of the most recent three years; and
- earned at least 45% in any four of the previous five years.

Accordingly, DC PCSB staff recommends that the Board expect improved academic performance in accordance with the school's charter agreement. The school may not earn a PMF score below 45 in any two years (whether consecutive or non-consecutive) between 2015-16 and 2020-21, otherwise, it will be subject to charter revocation and the Board will not likely exercise its discretion pursuant to the Improvement Provision within the school's charter agreement at the next high-stakes review.

### **Qualitative Evidence**

As part of the review process, in October 2014, DC PCSB conducted a Qualitative Site Review<sup>8</sup> ("QSR") of Richard Wright PCS. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. The Framework for Teaching includes two domains: Classroom Environment and Instruction. Each domain contains four components. In some instances a QSR team may have observed a teacher twice. DC PCSB reviewers observed the following evidence in support of the school's goal:

The QSR team scored 63% of the observations as distinguished or proficient in the Classroom Environment domain. The highest rated component within the Classroom Environment domain was Managing Classroom Procedures, with 70% of observations observed rated as distinguished and proficient. Teachers had well-established routines and smooth transitions during lessons. The lowest rated component within the Classroom Environment domain was Establishing a Culture for Learning, with 55% of the observations rated as distinguished or proficient. Most teachers had a clear lesson structure, starting with a REACH activity intended to engage students. Teachers used timers and countdowns to signal transitions to other activities.

The QSR team scored 59% of the observations as distinguished or proficient in the Instruction domain. The highest rated component within this domain was Communicating with Students, with 75% of the observations rated as distinguished or proficient. Teacher gave clear explanations of content, and invited student participation. In most observations teachers had the objectives displayed with statements related to what students would be able to do at the end of the lesson.

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<sup>8</sup> See the October 2014 QSR report attached as Appendix C.

## Quantitative Evidence

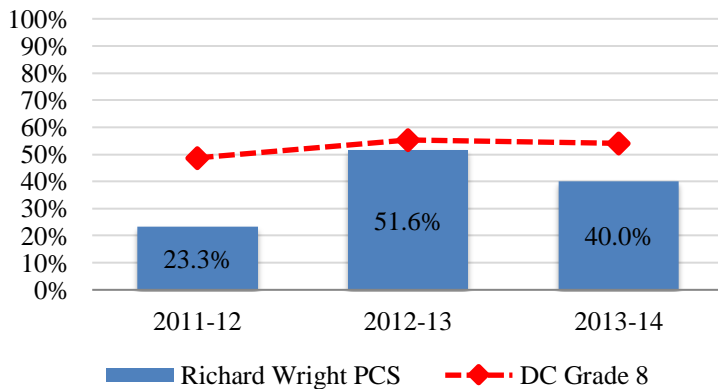
### English Language Arts

DC PCSB uses a two-year weighted Median Growth Percentile (“MGP”) to report the growth of a school. To obtain the MGP for a school DC PCSB finds the median of the Student Growth Percentiles for each school and calculates the two-year weighted average by averaging the school’s MGP values from two consecutive years.

The chart below shows that the MGP in reading for most subgroups increased from 2013 to 2014.

<b>Richard Wright PCS - Median Growth Percentile (MGP) in reading by subgroup</b>		
	<b>2013</b>	<b>2014</b>
<b>All students</b>	53.4	56.5
<b>Black Non Hispanic</b>	52.5	56.0
<b>Male</b>	48.3	55.4
<b>Female</b>	59.8	57.4
<b>Economically Disadvantaged</b>	54.1	56.5

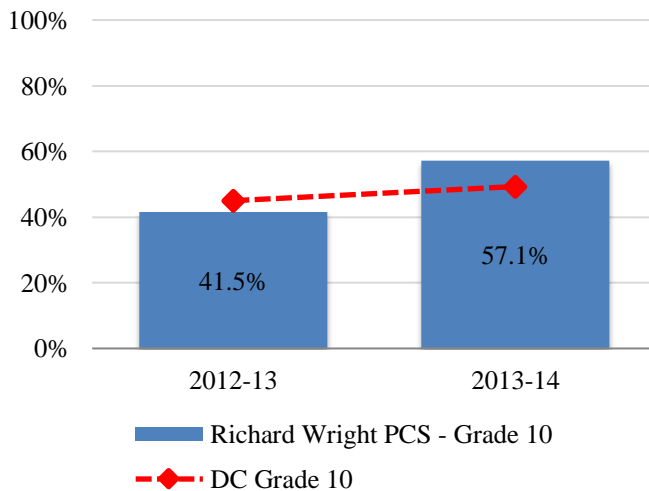
Richard Wright PCS: Grade 8  
DC CAS Reading Proficiency



<b>Richard Wright PCS – DC CAS 8<sup>th</sup> grade Reading Proficiency by subgroup</b>		
	<b>2012-13</b>	<b>2013-14</b>
All 8 <sup>th</sup> grade students	51.6% (DC Average – 55.3%)	40.0% (DC Average – 54.0%)
Black Non Hispanic	51.6% (DC Average – 51.6%)	40.0% (DC Average – 49.9%)
Male	31.6% (DC Average – 47.5%)	35.3% (DC Average – 47.1%)
Female	83.3% (DC Average – 62.9%)	44.4% (DC Average – 61.2%)
Economically Disadvantaged <sup>9</sup>	51.6% (DC Average – 50.2%)	40.0% (DC Average – 46.7%)

Reading proficiency scores went up between SY2011-12 and 2012-13 but decreased in 2013-14. When looking at the subgroup data, this decrease was seen in every subgroup except males. The eighth grade female reading proficiency rate dropped from 83.3% in 2012-13 to 44.4% in 2013-14.

Richard Wright PCS - Grade 10  
DC CAS Reading Proficiency



<b>Richard Wright PCS – DC CAS 10<sup>th</sup> grade Reading Proficiency by subgroup</b>		
	<b>2012-13</b>	<b>2013-14</b>
All 10 <sup>th</sup> grade students	41.5% (DC Average – 45.0%)	57.1% (DC Average – 49.3%)
Black Non Hispanic	42.0% (DC Average – 40.7%)	56.5% (DC Average – 45.9%)
Male	34.3% (DC Average – 38.9%)	48.5% (DC Average – 41.7%)
Female	46.8% (DC Average – 50.6%)	64.9% (DC Average – 56.4%)
Economically Disadvantaged	41.5% (DC Average – 37.6%)	57.1% (DC Average – 41.6%)

<sup>9</sup> Richard Wright PCS participated in the community eligibility provision meaning that all of its students were classified as Economically Disadvantaged.

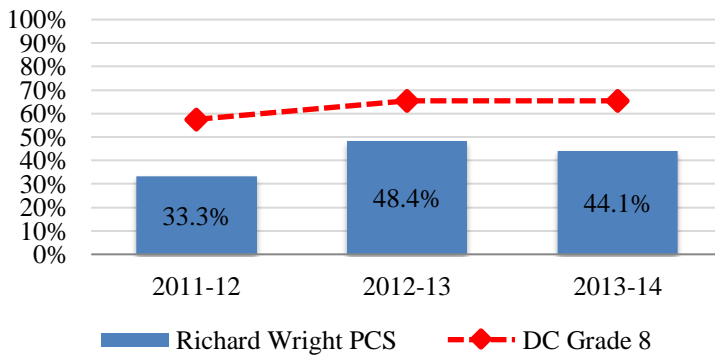
The tenth grade reading proficiency rate increased from SY 2012-13 to 2013-14. This was also true in each subgroup with a dramatic increase in the Black Non Hispanic and Economically Disadvantaged subgroups with each rate increasing by more than 10 percentage points.

**Math**

<b>Richard Wright PCS – Median Growth Percentile (MGP) in math by subgroup</b>		
	<b>2013</b>	<b>2014</b>
<b>All students</b>	31.4	36.6
<b>Black Non Hispanic</b>	31.4	36.6
<b>Male</b>	39.8	39.0
<b>Female</b>	28.8	38.5
<b>Economically Disadvantaged</b>	33.4	36.6

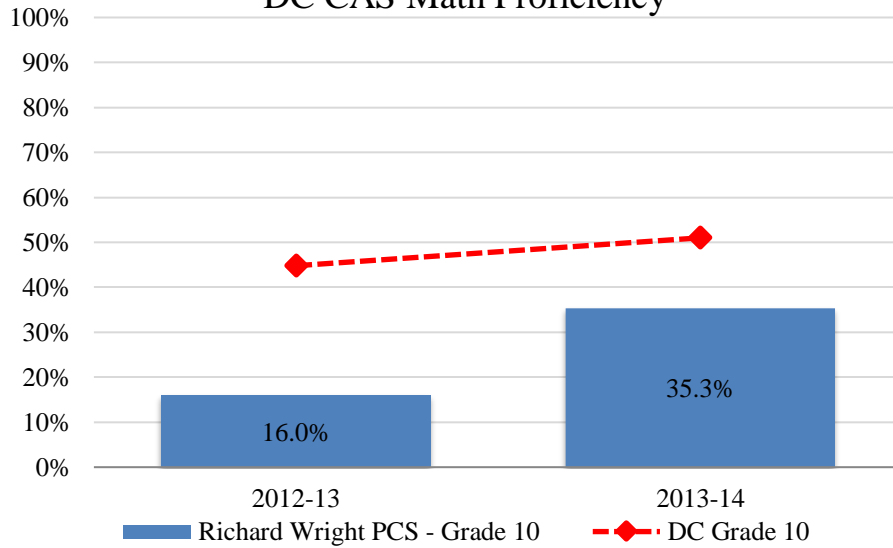
The MGP for math was lower than the MGP for reading. Students were not growing at the rates of their peers attending other schools in the District during these school years. The performance on the state assessment was far below the state average in both 8<sup>th</sup> grade and 10<sup>th</sup> grade.

**Richard Wright PCS: Grade 8 DC CAS Math Proficiency**



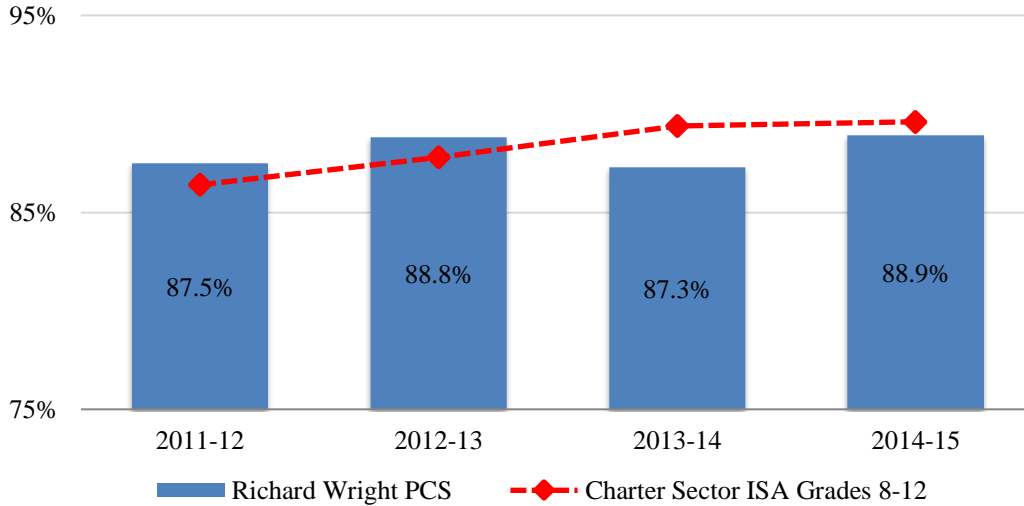
<b>Richard Wright PCS – DC CAS 8<sup>th</sup> grade Math Proficiency by subgroup</b>		
	<b>2012-13</b>	<b>2013-14</b>
All 8 <sup>th</sup> grade students	48.4% (DC Average – 65.4%)	44.1% (DC Average – 65.4%)
Black Non Hispanic	48.4% (DC Average – 62.4%)	44.1% (DC Average – 61.5%)
Male	47.4% (DC Average – 62.2%)	47.1% (DC Average – 62.5%)
Female	50.0% (DC Average – 68.5%)	41.2% (DC Average – 68.3%)
Economically Disadvantaged	48.4% (DC Average – 61.9%)	44.1% (DC Average – 59.8%)

**Richard Wright PCS - Grade 10  
DC CAS Math Proficiency**



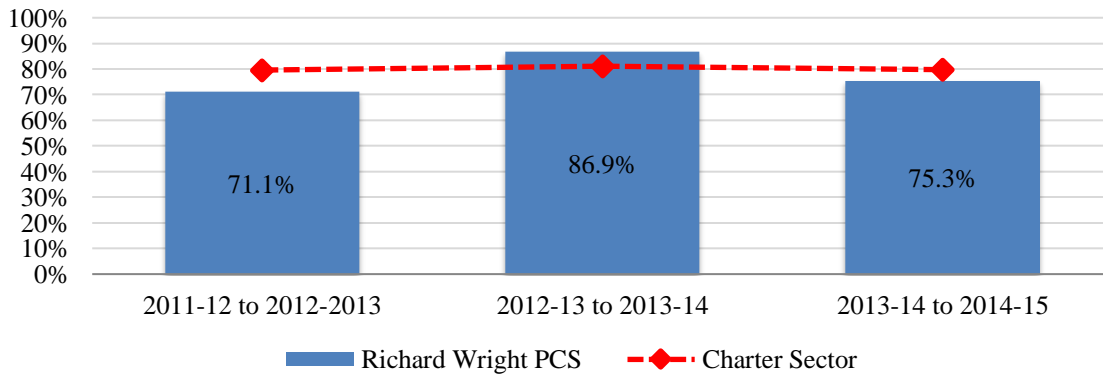
<b>Richard Wright PCS – DC CAS 10<sup>th</sup> grade Math Proficiency by subgroup</b>		
	<b>2012-13</b>	<b>2013-14</b>
All 10 <sup>th</sup> grade students	16.0% (DC Average – 44.8%)	35.3% (DC Average – 51.0%)
Black Non Hispanic	16.3% (DC Average – 40.4%)	34.3% (DC Average – 47.3%)
Male	20.0% (DC Average – 41.8%)	35.5% (DC Average – 45.6%)
Female	13.0% (DC Average – 47.5%)	35.1% (DC Average – 56.0%)
Economically Disadvantaged	16.0% (DC Average – 37.5%)	35.3% (DC Average – 44.2%)

## Richard Wright PCS In-Seat Attendance Rate

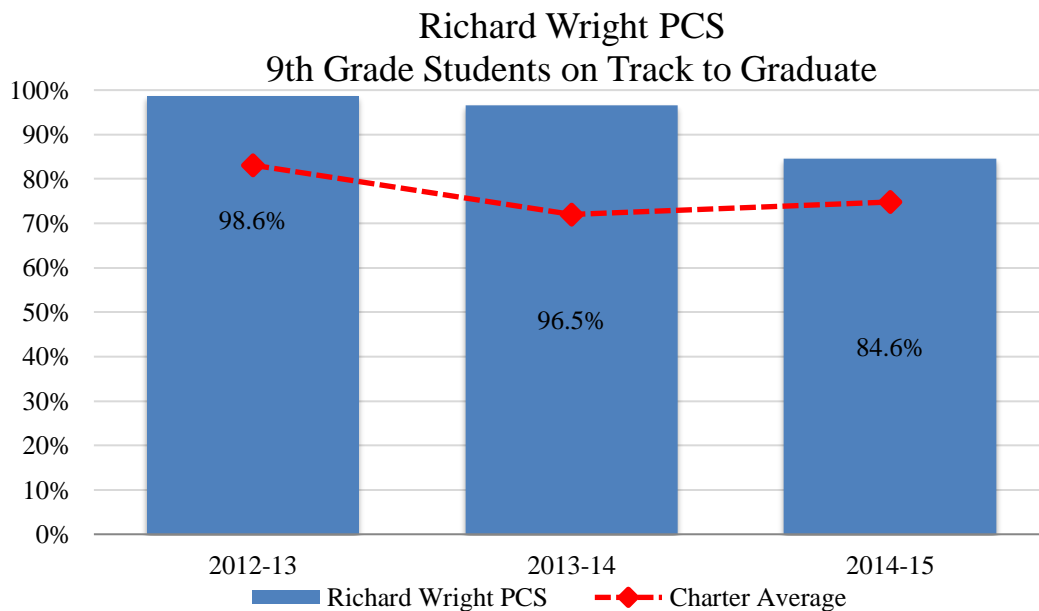


The in-seat attendance rates have remained steady over the last four years. However the school's rates were below the charter sector average in both 2013-14 and 2014-15. The charter sector average was 89.4% and 89.6% respectively, while the school's rates were 87.3% and 88.9%

## Richard Wright PCS PCS Re-enrollment Rates



The re-enrollment rate at Richard Wright PCS declined significantly in the last year dropping more than ten percentage points from 86.9% to 75.3%.



The 9<sup>th</sup> grade on track rate started strong in 2012-13 and has declined with a large drop in 2014-15 to 84.6%. However it remains above the charter school average.

<b>Richard Wright PCS – 11<sup>th</sup> grade students scoring 80+ on PSAT</b>		
	2013-14	2014-15
Richard Wright PCS	13.0%	13.4%
Charter Average	29.6%	23.9%

Only 13.4% of 11<sup>th</sup> grade students at Richard Wright PCS scored 80+ on the PSAT in 2014-15.

Richard Wright had its first senior class in SY2014-15. Below are the measures that will appear on the PMF scorecard for the first time. The school was below the sector average in every measure. There were large differences in the SAT/ACT measure and the Advanced Placement/Dual Enrollment Passage rate measure between Richard Wright PCS and the sector average.

<b>Richard Wright PCS – 12<sup>th</sup> grade students scoring 800+ on SAT (reading &amp; math) or 16+ on ACT</b>	
	2014-15
Richard Wright PCS	16.4%
Charter Average	42.7%

<b>Richard Wright PCS – 12<sup>th</sup> grade students Advanced Placement/Dual Enrollment Passage Rates</b>	
2014-15	
Richard Wright PCS	0.0%
Charter Average	19.6%

<b>Richard Wright PCS – College Acceptance</b>	
2014-15	
Richard Wright PCS	86.9% - school is filing an appeal as of 12/15
Charter Average	89.2% - validated data yet

<b>Richard Wright PCS – Four-Year Graduation Rate <sup>10</sup></b>	
2014-15	
Richard Wright PCS	60.2%
Charter Average	71.2%

<sup>10</sup> Starting in 2014-15 DC PCSB reported the four-year graduation one year behind on the High School PMF in order to align cohorts with the five-year graduation rate.



## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

The SRA requires PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”<sup>11</sup> The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2011-12 to the time of this report’s publication.

<b>Compliance Item</b>	<b>Description</b>	<b>School’s Compliance Status 2011-12 to present<sup>12</sup></b>
<b>Fair enrollment process</b> D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2011-12
<b>Notice and due process for suspensions and expulsions</b> D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process <sup>13</sup> and the school must distribute such policies to students and parents.	Compliant since 2011-12
<b>Student health and safety</b>  D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. <sup>14</sup> To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul>	Compliant since 2011-12
<b>Equal employment</b> D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2011-12

<sup>11</sup> D.C. Code § 38.1802.12(c).

<sup>12</sup> See Richard Wright PCS 2011-12 – 2014-15 Compliance Reports, attached to this report as Appendix D.

<sup>13</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>14</sup> D.C. Code § 38.1802.04 (c)(4)(A).

<p><b>Insurance</b> As required by the school's charter</p>	<p>A DC charter school must be adequately insured.</p>	<p>Compliant since 2011-12</p>
<p><b>Facility licenses</b> D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.</p>	<p>A DC charter school must possess all required local licenses.</p>	<p>Compliant since 2011-12</p>
<p><b>Highly Qualified Teachers</b> Elementary and Secondary Education Act ("ESEA")</p>	<p>DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.</p>	<p>Compliant since 2012-13</p>
<p><b>Proper composition of board of trustees</b> D.C. Code § 38-1802.05</p>	<p>A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.</p>	<p>Compliant since 2011-12</p>
<p><b>Accreditation Status</b> D.C. Code § 38-1802.02(16)</p>	<p>A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.</p>	<p>Compliant since 2012-13</p>

**Procurement Contracts**

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a “Determinations and Findings” form to detail any qualifying procurement contract that the school has executed.

The school has reported contracts with several vendors that are valued at more than \$25,000, but certain documentation has not been submitted to PCSB for all of the years covered in this review. DC PCSB reached out to the school, and it was able to submit all but one form for SY 2013-14. **The school was out of compliance for its first three years of operation, and therefore DC PCSB has included a condition that the school submit the outstanding Determination and Findings forms and implement a reporting system moving forward to ensure it remains in compliance with this requirement.**

<b>Year</b>	<b>Qualifying contracts executed by Richard Wright PCS</b>	<b>Corresponding documentation submitted to PCSB</b>
2011-12	8	1
2012-13	9	2
2013-14	12	11
2014-15*	3	3

\*Based on preliminary review. Procurement data will be verified as part of the audit submission.

**Special Education Compliance**

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act<sup>15</sup> (“IDEA”) and the Rehabilitation Act of 1973. The following section summarizes Richard Wright PCS’ special education compliance from SY 2011 – 12 to the present. Richard Wright PCS elected to operate as a “dependent charter” for federal special education purposes, meaning that DC Public Schools works with Richard Wright PCS as it would a traditional DCPS school to serve the school’s special education students. **The condition of the charter’s continuance stipulates that the school must develop and implement a plan with deliverables and dates to ensure a smooth transition by school year 2016-17 to operating as an independent LEA for special education compliance.**

**On-Site Monitoring Report**

OSSE periodically conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. At the time, if a school was less than 100% compliant with a student-level and/or LEA-level indicator, it was required to implement corrections and report these corrections to OSSE. Beginning in 2013, LEA’s

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<sup>15</sup> 20 USC §1413(a)(5).

are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.<sup>16</sup>

In 2015, OSSE published an on-site Compliance Monitoring Report of Richard Wright PCS based on the school’s performance in 2014-15.<sup>17</sup> The table below indicates areas where the school was required to implement corrections:

<b>On-Site Monitoring Report LEA-Level Compliance</b>		
<b>Compliance Area</b>	<b>Compliant? (If school is noncompliant, the area of noncompliance is noted)</b>	<b>Corrected?</b>
Extended School Year	Compliant	N/A
Least Restrictive Environment	Compliant	N/A
Individualized Education Program (“IEP”)	Compliant	N/A
Data	Compliant	N/A
Fiscal	Compliant	N/A

<sup>16</sup> If the school was found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.

<sup>17</sup> See 2014-15 On-Site Monitoring Report Attachment, attached to this report as Appendix E.

<b>On-Site Monitoring Report Student-Level Compliance</b>		
<b>Compliance Area</b>	<b>Compliant? (If school is noncompliant, the area of noncompliance is noted)</b>	<b>Corrected?</b>
Initial Evaluation and Reevaluation	Noncompliant in the following: <ul style="list-style-type: none"> <li>• Parent Consent for Reevaluation: Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement. (50%)</li> </ul>	Yes.
IEP	Noncompliant in the following: <ul style="list-style-type: none"> <li>• Providing evidence that the IEP team considered the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary. (0%)</li> </ul>	Yes.
Least Restrictive Environment	Compliant	N/A

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education’s Office of Special Education Programs detailing District of Columbia LEA’s compliance in three areas: (1) Initial Evaluation Timelines; (2) Reevaluation Timelines; and (3) Secondary Transition Requirements. The tables below summarize OSSE’s findings from SY2012-13 through SY 2014-15:

Quarterly Findings – 2012-2013				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Initial Evaluation Timeline</b>	Compliant	0 of 1 items compliant	Compliant	Compliant
<b>Reevaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Secondary Transition</b>	Compliant	4 out of 9 items compliant	Compliant	Compliant

Quarterly Findings – 2013-2014				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Initial Evaluation Timeline</b>	5 out of 9 items compliant	Compliant	Compliant	Compliant
<b>Reevaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Secondary Transition</b>	Compliant	Compliant	Compliant	8 out of 10 items compliant

Quarterly Findings – 2014-15				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Initial Evaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Reevaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Secondary Transition</b>	8 out of 10 items compliant	Compliant	8 out of 10 items compliant (one report was submitted for both quarters)	

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs' timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs).

As of July 2015, the Blackman Jones Database shows Richard Wright PCS has no HODs or SAs.

**SECTION THREE:**  
**FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

**INTRODUCTION**

The SRA requires PCSB to revoke a school’s charter if PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (“GAAP”);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.<sup>18</sup>

As part of the charter review process, PCSB reviewed Richard Wright Public Charter School for Journalism and Media Arts’ financial records regarding these areas. PCSB finds that there are no grounds to revoke the school’s charter based on this standard.

**SUMMARY OF FINDINGS**

Richard Wright Public Charter School for Journalism and Media Arts (“Richard Wright PCS”) is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. The data reviewed as a part of the summary for this review dates back to the 2012 fiscal year (“FY”), the school’s first operating year. Richard Wright PCS has been identified as a high fiscal-performing school by PCSB since its inception. Over the same period, the school’s enrollment has nearly tripled. Based on the information currently available to PCSB, the school does not warrant any concerns for long-term economic viability or fiscal mismanagement.

**FINANCIAL OVERVIEW**

The following table provides an overview of Richard Wright PCS’ financial information over the past three fiscal years. Enrollment has grown 158% over the last three years to 322 students in FY14 from 125 students in FY12, and both total assets and net asset position have increased each year. The school’s financial assets have increased at a moderate pace. The school continues to grow its program in a fiscally responsible manner.

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<sup>18</sup> See D.C. Code § 38-1802.13(b).



	Audit Year		
	2012	2013	2014
Audited Enrollment	125	202	322
Total DC Funding Allocation	\$ 2,090,608	\$ 3,344,388	\$ 5,511,430
Total Federal Entitlements and Funding	\$ 587,235	\$ 691,090	\$ 497,810
Unrestricted Cash and Cash Equivalents on 6/30/14	\$ 564,954	\$ 374,560	\$ 945,728
Total Assets	\$ 914,631	\$ 1,233,946	\$ 1,763,666
Total Current Assets	\$ 741,968	\$ 764,237	\$ 1,259,264
Total Liabilities	\$ 197,699	\$ 459,336	\$ 676,276
Total Current Liabilities	\$ 197,699	\$ 416,920	\$ 594,269
Net Asset Position	\$ 716,932	\$ 774,610	\$ 1,087,390
Total Revenues	\$ 2,730,831	\$ 4,211,297	\$ 6,054,843
Total Expenses	\$ 2,227,977	\$ 3,999,495	\$ 5,742,063
Change in Net Assets	\$ 502,854	\$ 211,802	\$ 312,780

### **SPENDING DECISIONS**

The following table provides an overview of the school's spending decisions over the past three years. Spending levels for salaries and benefits as a portion of revenues have increased to 54% in FY14 from 48% in FY12. This increase is not uncommon as schools tend to add new positions to support their growth.

Over the same period, the school's occupancy expenses have increased to 20% in FY14 from 11% in FY12. The increase in rental expense is reasonable. In August 2013, the school amended its lease agreement with its landlord and increased its occupancy of the facility to 38,850 square feet from 29,000 square feet. There have been smaller variations in the spending levels for other categories. As a result of the increases in expenses, the school's operating margins have decreased to 5% in FY14 from 18% in FY12. This decrease does not raise any concerns as it is aligned with the sector average of 5%.

	Audit Year		
	2012	2013	2014
Total Personnel Salaries and Benefits	\$ 1,323,771	\$ 2,306,578	\$ 3,297,654
Total Direct Student Costs	\$ 361,425	\$ 451,406	\$ 691,710
Total Occupancy Expenses	\$ 300,000	\$ 868,402	\$ 1,240,934
Total Office Expenses	\$ 160,299	\$ 234,555	\$ 253,377
Total General Expenses	\$ 82,482	\$ 138,554	\$ 258,388
Operating Surplus/(Deficit)	\$ 502,854	\$ 211,802	\$ 312,780
as a percent of revenue			
Total Personnel Salaries and Benefits	48%	55%	54%
Total Direct Student Costs	13%	11%	11%
Total Occupancy Expenses	11%	21%	20%
Total Office Expenses	6%	6%	4%
Total General Expenses	3%	3%	4%
Operating Surplus/(Deficit)	18%	5%	5%

### **ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES**

**Audits of Richard Wright PCS establish that the school has adhered to GAAP.** The auditor expressed unqualified/unmodified opinions on the financial statements.

	2012	2013	2014
<b>Statement Opinion.</b> Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unmodified
<b>Statement Material Weakness.</b> A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No
<b>Statement Non-Compliance.</b> Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No
<b>Program Opinion (A133).</b> Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	Unqualified	Unqualified	N/A
<b>Program Material Weakness (A133).</b> Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	N/A
<b>Findings &amp; Questioned Costs.</b> Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0
<b>Unresolved Prior Year Findings.</b> Disclosure of prior audit findings that have not been corrected.	0	0	0
<b>Going-Concern Issue.</b> Indicates the financial strength of the school is questioned.	No	No	No
<b>Debt-Compliance Issue.</b> School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No

### **FISCAL MANAGEMENT**

**The school has not engaged in a pattern of fiscal mismanagement.** Richard Wright PCS is not associated with a management organization. The school employs a full-time business manager and also

works with a back office services provider to support its finance and accounting functions. The school’s financial statements are audited by Kendall, Prebola, and Jones.

**ECONOMIC VIABILITY**

**The school is economically viable and continues to build a strong financial position.** Audited enrollment increased 158% from FY12 to FY14. Over that time period, revenues increased by 122%, and expenses increased by 158%. Typically, expense growth outpacing revenue growth is a negative indicator. However, it does not raise concerns for Richard Wright PCS because the school’s margins are aligned with the sector average. The school’s 18% margin in FY12 was abnormal; the school’s 5% margin in FY14 is on par with the sector average of 5% in the same year.

The following sections review the school’s financial results in four key areas:

- Operating Performance
- Liquidity
- Debt Burden
- Sustainability

Operating Performance

PCSB assesses a school’s financial performance with two key indicators. The first indicator is a school’s “operating result” – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school’s annual operating results are positive. Another indicator of a school’s financial performance is its earnings before depreciation (“EBAD”)<sup>19</sup>, a measure of a school’s operating cash flows. Based on these measures, **Richard Wright PCS has been consistently profitable and has maintained positive operating cash flows.**

	Indicator of Concern	Audit Year		
		2012	2013	2014
Operating Surplus/(Deficit)	< 0	\$ 502,854	\$ 211,802	\$ 312,780
Earnings Before Depreciation	< 0	\$ 541,234	\$ 329,121	\$ 527,302

Liquidity

Liquidity refers to the school’s ability to meet its financial obligations. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school’s viability in the short-term. Two indicators of a school’s liquidity are its current ratio<sup>20</sup> and its days of cash on hand.<sup>21</sup> The current ratio is indicative of a school’s ability to satisfy its immediate financial obligations. When

<sup>19</sup> EBAD is the change in net assets plus amortization and depreciation.

<sup>20</sup> A school’s current ratio is its current assets divided by current liabilities.

<sup>21</sup> “Cash on hand” equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school’s ability to pay debts and claims as they come due.

the current ratio is less than one, the school’s ability to meet these obligations is in doubt. **Richard Wright PCS’ current ratio has declined since its first year of operations; however, the ratio at the end of FY14 was more than double PCSB’s threshold for concern.**

Days of cash on hand reflects a school’s ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern. **Richard Wright PCS’ cash balance decreased to 59 days in FY14 from 91 days in FY12.** The decrease in the days of cash on hand was driven by an increased cost base necessary to support the growing program. The school’s current ratio and cash balance are healthy. The school is not facing any short-term liquidity challenges.

	Indicator of Concern	Audit Year		
		2012	2013	2014
Current Ratio	< 0.5	3.8	1.8	2.1
Days of Cash On Hand	< 30	91	34	59

Debt Burden

As part of the evaluation of a school’s long-term viability, PCSB considers a school’s debt burden. In particular, PCSB reviews two debt ratios – the debt ratio<sup>22</sup> and the modified debt service<sup>23</sup> ratio. The table below shows the school’s debt burden has increased over the past three years. This is driven by increases in smaller, short-term debts that are outstanding at the end of the fiscal year. These debts include accounts payables, deferred rent and capital leases. The school’s long-term debts are minimal.

The modified debt service ratio was introduced in FY14 and measures how much of a school’s revenues are dedicated to meeting its debt obligations. This is an indicator of the sustainability of the debt payments. Anything greater than 15% is a cause for concern. The school’s current modified debt service ratio is 0.4%. **Overall, Richard Wright PCS’ debt levels and payments are manageable.**

	Indicator of Concern	Audit Year		
		2012	2013	2014
Debt Ratio	> 0.92	0.22	0.37	0.38
Modified Debt Service Ratio	> 15.0%	N/A	N/A	0.4%

Sustainability

A school’s net asset position<sup>24</sup> and primary reserve ratio are indicators of its long-term sustainability.<sup>25</sup>

<sup>22</sup> Debt Ratio equals the total debt divided by the total assets.

<sup>23</sup> Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

<sup>24</sup> Net Asset Position equals total assets minus total liabilities.

<sup>25</sup> Primary Reserve Ratio equals total net assets divided by total annual expenses.

PCSB recommends that schools accrue reserves equal to 25% to 50% of operating expenditures, and PCSB would be concerned with net assets reserves below zero. **Richard Wright PCS' reserves are below PCSB's recommended level, but remain above the threshold for concern.** This level of reserves is equal to approximately two months of operating expenditures.

	Indicator	Audit Year		
	of Concern	2012	2013	2014
Net Asset Position	< 0	\$ 716,932	\$ 774,610	\$ 1,087,390
Primary Reserve Ratio	< 0.00	0.32	0.19	0.19

# Appendix A

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# LEA Report

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September 8, 2015

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Dr. Marco Clark, Ed.D.

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## **LEA Annual Report**

September 8, 2015

### **I. School Description**

Richard Wright Public Charter School (RWPCS) is an urban public high school which served approximately 305 students in grades 8th-12<sup>th</sup> during the 2014/2015 school year. RWPCS is located in the Southeastern Quadrant of Washington DC. Richard Wright Public Charter School serves a population of over 72.3 % who are deemed at risk because of low socio-economic and academic challenges. This percentage is one of the highest served populations of any one school in the entire sector.

According to the schools student demographic information reveals that Richard Wright Public Charter School encompasses a student demographic of 98% African American students. Richard Wright continues to be the only public high school in the District of Columbia or the surrounding metropolitan area that focuses on a Latin Based Curriculum accented by a Journalism and Media Arts program.

In order to address the reading and writing deficiencies of the population served, RWPCS utilizes the Classical languages, and Online Reading Software (i.e. Testourkids.com). Richard Wright Public Charter School also utilizes various benchmark assessments (i.e. Achievement Network, Extended Day Schedule, Saturday School and Internal Assessments), to increase reading and writing skills.

RWPCS requires all students each year to take an academic assessment focused on math and reading each academic school year. The purpose of the assessments beginning in September of the current school year all aimed towards addressing reading and mathematics deficiencies after the summer break. The data revealed from this assessment revealed that a large portion (64.3%) of our new student population was at least three grade levels below in reading. Ninety-four percent of our students reside in the two quadrants which represent the largest population of people affected by low socio-economic status and illiteracy rate in the District of Columbia. Approximately 96.7% of its students receive free/reduced lunch. RWPCS also receives Title I monies from the federal government because of the high percentage of students at or below the poverty level. Unfortunately majority of these students have been educated in low performing schools their entire lives in the lower socio-economic quadrants of the city.

### **II. Mission/Vision Statement**



The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

### **A. Summary of Curriculum Design and Instructional Approach**

Richard Wright Public Charter School's (RWPCS) curriculum design is adopted and based on the highly noted Boston Latin School of Massachusetts. The curriculum design and academic model has been acclaimed for over 365 years. The Boston Latin School has maintained a strong curriculum centered in humanities. Its founders believe "the good things are the good of the soul". The Richard Wright Public Charter School's mission is to offer our students a curriculum centered in classic and modern languages. Boston Latin unequivocally supports our mission. We believe "the only good things are the good of our student." The standards are adopted from the District of Columbia Public School standards and aligned with the National Common Core State Standards. The standards are intended to provide a framework for planning, implementation and expectations for student outcomes.

Boston Latin's program of study is widely recognized for its ability to increase Reading comprehension and vocabulary development. These areas of Reading are essential and critical to the success of the students at Richard Wright. RWPCS reviews its curriculum bi-annually to ensure effective implementation of the Common Core State standards.

The instructional approach that is utilized by RWPCS is an interdisciplinary approach that focuses on infusing Latin, Journalism and Media Arts throughout each content area. The purpose of this design is to reinforce reading, writing and technology skills. Our instruction mirrors the 21st century learner with fidelity. The impact of this instructional delivery approach has yielded improvements in the areas of reading and writing as well as a promotional rate of approximately 96.4%.

The Classic program at RWPCS exposes our young people to the ancient Greek and Roman tradition of human ideals. It uses the languages, literature and art of the Roman/Greek civilization to promote, the following virtues one's impulse to self-interest, to live and treat others with dignity, and to participate responsibly in civic life. Through careful study of excellent thought, speech and deed from that ancient world, our students will acquire ways to understand themselves as human beings, who make sense of the present and conceive of a worthwhile future.

The instructional approach at RWPCS is also designed with the understanding that the best student outcome is driven by a spirit of exploration and creativity. Students who feel passionate about their schoolwork are far more likely to retain what they have learned. At all grade levels and subjects, students are engaged in independent projects. Teachers' approach their lessons understanding, the curriculum, is effective in preparing our students for future success. Teachers' present the relevancy of topics being studied. For example, students studying the Renaissance period will compare and contrast the invention of the typewriter to the computer while students studying the history of journalism will conduct chronologies about the evolution of print media.

Our students explore and apply principles of Character Education. For example, students might be encouraged to demonstrate how to create a caring school community by participating in collaborative learning activities with peers. Respect from all members of the RWPCS community is essential in maintaining a safe, environment conducive to learning. Students are challenged to delve deeply into the meaning and ramifications of these virtues. An advisor might challenge a student to develop his or her own personal moral code and how to apply it in complex situations.

RWPCS provides a strong academically-enriching and rigorous program that meets the needs of all of its students while impacting the community in a positive manner.

RWPCS' focus is to create great writers, journalists and productive citizens. Our commitment to education is to empower all students to become creative, innovative thinkers and learn at the highest level, regardless of their surroundings, ethnicity, socioeconomic status and prior education. Our educational program is designed to enhance creativity to ensure success in "transforming students in grades 8-12 into well verse media contributors".

#### **A. Description of Key Mission-Related Programs**

The Richard Wright Public Charter School ROXIE (**Reaching Our Excellence in Education**) program encompasses the Journalism and Media Arts focus of our school. As Roxie, Mississippi was the birthplace of Richard Wright, ROXIE serves as the birthplace and foundation for investigative thought, creativity, questioning, skill building, understanding, innovation, and analysis. Through a hands-on approach to learning, we formed partnerships and gained instructors from the professional community. They provided exciting opportunities and experiences in and beyond the classroom. RWPCS students learn fundamental concepts and skills essential in the fields of Journalism, Broadcast Journalism, television and radio production, Film, Graphic Arts, Visual Arts, and Music Production.

At RWPCS, our journalism and Latin class coursework at all grade levels requires students to perform high-level conceptual tasks. We recognize that higher-level thinking is only possible with a solid base of fundamental knowledge and skills. Cognitive scientists describe this process as rendering skills and knowledge "automatic." Automatic recall of certain information is necessary for a student to succeed in sophisticated conceptual work. For example, a student must firmly grasp word roots and prefixes for effective oral, written, and visual communication and expression. We ensure that every RWPCS student has mastered these fundamental skills.

Students are instructed using Blooms taxonomy of higher order thinking skills moving from basic recall and knowledge to application of information.

Traditional skills such as reading, writing, note-taking, and discussion are effective avenues for student learning. Yet, our teachers design lessons with the understanding that students process material through a variety of intelligences.

Thus, in a class on poetry, musically-inclined students might write and perform raps using the literary principles they have studied. The most effective instruction often requires students to process material using their kinesthetic, interpersonal, musical, and visual intellectual capacities, in addition to their verbal and mathematical abilities.

## **B. Parent Involvement Efforts**

RWPCS focuses on the importance of open lines of communication and family involvement to sustain our students'. The overall success of our Parent Involvement programs are facilitated through "Open House" recruitment sessions, information sessions, and new student orientation. RWPCS continues to reinforce our mission, philosophy, goals, expectations and efforts to successfully meet Adequate Yearly Progress (AYP). RWPCS ensures that parents are aware of that teachers are highly-qualified according to HQT requirements. RWPCS staff is highly visible and vocal in informing parents of student achievements as well as challenges. In turn, we expect parents to hold us accountable for student success.

RWPCS is excited about the partnership that exists between the parents and school staff. This team work effort has afforded us the opportunity to establish a mutual respect and connection between all stakeholders. Teachers are required to contact parents regularly by phone or email about student progress and/or needed interventions. RWPCS teachers are expected to make weekly phone calls and record interactions in a log.

Information for parents will be delivered through the regular mail, email, and by students. Copies of communications are also available in the main office. RWPCS utilizes an online data system, for all communications and academic progress reporting of RWPCS data of any sort.

The atmosphere for parent-teacher conferences is inviting and relaxed. In addition to parent-teacher conferences, we conduct family listening forums monthly. The CEO/Head of School, Parent Community Liaison and other staff continually discuss strategies for parental involvement in the context of short- and long-term RWPCS goals and expectations.

## **C. COMMUNITY PARTICIPATION**

RWPCS partners with community organizations that provide services such as continuing education, health and wellness information, job training and public utility assistance, to help parents address issues that may be interfering with a child's success. In addition to this support, Parent surveys are administered throughout the year to plan, assess and collect data.

## **II. School Staff Characteristics- 2014-2015**

Dr. Marco Clark -CEO/Head of School  
Alisha Roberts-Charles- Director of Business Operations  
Brendetta Starling- Director of Curriculum Development  
LaMarge Wyatt- Instructional Support Consultant

Helen Compton-Harris- Reading Specialist  
Randi Thomas-Glover- Parent and Community Liaison  
Michelle Santos- Journalism and Media Arts Coordinator  
Jamila Alarcon- ELL/Data and Assessment Coordinator  
Jerome Young- Assistant Principal (*Upper School*)  
Julian Goodman- Assistant Principal (*Lower School*)  
Torain Kelly- Dean of Students (*Upper School*)  
Cheryl Mayfield Turner- Dean of Students (*Lower School*)

**A. Number of Teachers**

Total #22

**B. Number of Teacher Aides**

Total # 1

**Average class size**

Total # 22:1

**Qualifications and assignments of school staff**

All staff members are assigned to their specific work area based on academic credentialing and work experience. All teachers fall under the requirements of the federal mandate of No Child Left Behind. Each teacher is required to meet the standards of a highly qualified teacher by either degree and or the praxis examination.

**Staff attrition rate**

Richard Wright has retention rate amongst the total staffing body of 88%. The retention rate of the entire teaching staff is 80%.

**A. Salary range and average salary, for teachers and administrators**

Teacher salary- 53K

Administrator's salary-75K

**III. Student Characteristics:**

**A. Student enrollment by grade level\***

8<sup>th</sup> Grade - 39 Students

9<sup>th</sup> Grade – 79 Students

10<sup>th</sup> Grade- 60 Students

11<sup>th</sup> Grade- 65 Students

12<sup>th</sup> Grade- 62 Students

## **B. Student re-enrollment rate\***

Our student enrollment rate is 91.3 percent.

## **C. Demographics (race, gender, ethnicity, ELL-status, special education status, FARM status, alternative risk factor classifications) \***

African American - 98%

Latino - 2%

Male- 60%

Female- 69%

ELL- 2%

Special Education Status- Inclusion Model

## **D. Attendance (in seat attendance, average)\***

Our in seat attendance is 87.29 percent (SY' 2014-2015)

## **E. Student discipline data\*- Richard Wright PCS Data**

## **II.**

### **School Performance**

*\*Annual Performance Goals (See Appendix)*

*\*Richard Wright Public Charter School will be adopting PCSB (PMF) for 2014/2015 goals for accountability (See Appendix)*

### **Narrative**

Richard Wright Public Charter School continues to provide a rigorous program based on data driven instruction. A critical instructional change this year occurred with the replacement of the District of Columbia Comprehensive Assessment System (DC-CAS) to the Partnership for Assessments of Readiness for College and Careers (PARCC).

In preparation for the challenging new test, RWPCS students' are administered the Achievement Network Benchmark Assessments. These assessments are given four times throughout the school year to measure all students' mathematics and reading skills. The data from these assessments are used to identify student strengths and weaknesses, track gains and measure student progress. Teachers and school leaders use the information to support and guide data-driven instruction to achieve results for students.

Achievement Network Assessments are administered to various schools in the District of Columbia. This way, we can compare how our students measure to other student in the same state. Data from the initial assessment indicated Richard Wright Public Charter School performed parallel to other schools in the network. In order to continue to grow and perform at a higher proficiency level Richard Wright Public Charter School incorporated an Enrichment Period into the instructional school day. This enrichment period allowed for additional time for intervention in English and Math for all grade levels. A Saturday Academy focused on remediation addressed standards that were not mastered in Math and English. The incorporation of various interventions and best practices resulted in measurable increases of 3% to 10% over the network in English and Math.

The San Diego Quick Reading Assessment was used with our incoming 8<sup>th</sup> grade population to gauge students' approximate independent reading levels. Baseline data indicated that eighty-three percent of incoming 8<sup>th</sup> graders read 1 to 5 years below grade level. Interventions in targeted areas led to a thirty-five percent increase in their independent reading levels by 2 to 3 years in a 6 month period. Sixty-five percent grew at an average rate.

Richard Wright PCS has shown significant growth with the implementation of various instructional strategies applied by teachers. In SY 2014/2015, RWPCS used Achievement Network to measure where students were in terms of meeting content standards and teachers used the data to create action plans for continual growth. In order to extend and build upon our data culture, Richard Wright Public Charter School are making students leaders of their own learning who are able to identify their academic strengths and weaknesses through data analysis promoting a mindset of the potential to grow through effort. By following a school wide data cycle, teachers and students are partners in the collection and analysis of data to improve learning.

In the effort to address identified instructional needs, RWPCS has identified three priorities. The English Language Arts focus is on the use of complex texts across subject areas to build knowledge and understanding. The Mathematics focus is on the major work of the grade to understand the demands and aspects of rigor called for by the standards and to pose high-quality tasks that are accessible to all students and required them to actively engage in mathematical thinking.

RWPCS recognizes that there exists gaps in student performance and achievement. That being said, we will continue our efforts to have a laser focus on instructional practices that will lead to student growth in all areas.

### **C. Unique Accomplishments**

The innovative programs and practices executed with consistency and efficacy by a dedicated, caring, and hardworking staff builds a working, learning environment that fosters creativity and exploration which students are excited to be a part of, the results demonstrated in a myriad of ways. Richard Wright Public Charter School for Journalism and Media Arts aims to fortify its young people with the resounding impact of the education they work so hard for, to transform their lives and those around them. RWPCS strives to fulfill the mission of transforming students into well-versed media contributors and to uphold the vision of Richard Wright Public Charter, re-writing the future, one student at a time.

Creating opportunities through building connections, relationships, and partnerships has become cornerstone to the vitality, energy, and growth of the Richard Wright Public Charter School for Journalism and Media Arts. Unique Accomplishments have been garnered through developing reciprocal relationships in the community, enhancing and supporting student learning beyond the classroom walls and graduation, demonstrating the flourishing and thriving life of the school and its students. The 2014-15 school year embraced yet more unique experiences, achievements, and awards adding to the growing list from previous years.

#### **➤ National, Regional, and Local Conventions, Conferences, and Forums**

- Richard Wright students have attended the **Congressional Black Caucus Foundation's Annual Legislative Conference** for the past 4 years. Each year students are exposed and attend forums in every strand that affects our youth, from education, politics, economic and social development, to health and wellness, urban development and careers. Black leaders in the fields of politics, science, technology, education, sociology, activism elucidate the importance of students continuing to grow and move forward academically through each of their individual life experiences and challenges. As with all events RWPCS attends, students documented the forums, panels, and interviewed speakers and attendees with video, audio, and stills. Professional journalists sought to interview Richard Wright students on what they do and the school they attend, allowing them to experience all facets of the interview process.
  - For the 2014-15 school year, RWPCS young men were invited to attend the **2014 CBC Foundation Issue Forum on "Fatherhood: Impacting the Lives of Fathers, Men and Young Boys"** hosted by **The Omega Psi Phi Fraternity, Inc.** and **CBC Member the Honorable James Clyburn, III**. In support of the **President's initiative on Fatherhood and Mentoring**, the event focused on addressing the connection between the two and also issues related to the profiling of young African males by the authorities. The forum

addressed what we can do to actively bring about positive results instead of the tragedies we have recently experienced. This discussion promoted a call to action for our male community members and the community's involvement in this critical area. One of the RWPCS young men was asked to speak to the packed, captivated, and inspired audience on the issue of Fatherhood, and he spoke profoundly about his experiences and the essential role **Founder & CEO, Dr. Marco Clark**, has played in his life.

- **The Washington Informer** also gave student journalists access with official press passes to various sessions and report on their observations. The opportunity enabled students' practical application of the knowledge and skills they have been learning in class to real world experience at a major national convention. It also served as a tremendous networking and resume building opportunity.
- Students attended the **Journalism Education Association and National Scholastic Press Association National Fall Convention 2014** at Marriott Wardman Park in Washington, DC, receiving 24 scholarships enabling our youth to participate in the largest gathering of over 10,000 student journalists in America. Richard Wright had the largest number of scholarship recipients from across the nation. Students listened to a host of keynote and featured speakers, such as **ESPN sports broadcaster Jay Harris**, attended multiple sessions and workshops, and had numerous opportunities for networking and information gathering.
- RWPCS youth participated in **The World Affairs Council and The Africa Society of the National Summit on Africa "Youth Forum on Africa: A Continent for the 21<sup>st</sup> Century"** in Washington, DC, a global education program for students. Students discussed themes of the first U.S-Africa Leaders Summit, and featured a plenary session along with workshops on trade and investment, development, peace and conflict, culture and art. They were able to engage with other students from around the region, exchange ideas, demonstrate leadership, and gain more knowledge and understanding surrounding global issues and solutions in a professional setting outside of the classroom.
- Richard Wright students were invited to the **Annual Rainbow PUSH Coalition's Public Policy and Media and Telecommunications Symposium, "The Future of Civil Rights: Moving Towards First Class, Economic, Political and Digital Citizenship"** at **Comcast** with many notable and historical icons, including **Reverend Jesse Jackson**. Richard Wright students were the only students able to interview Reverend Jackson as well as a number of featured speakers and panelists. They attended and covered the **press conference** to address **"What's Next After Ferguson?"** followed by a **Special Gala Celebration - the Legacy Affair, "Looking Back and Going Forward: Celebrating Legacy, Action and Change with a Special Tribute to Former DC Mayor, Marion Barry"** at the **Capitol Hilton**. Different groups of students gained a wealth of information from plenary sessions such as **"What Ferguson is Teaching Us about the New Civil Rights Struggle, the Media and the Internet"**; **"Getting into the Game: Changing the Race and Face of Tech in Silicon Valley"**; **"From Exclusion to Inclusion: Getting to Equal in our Society Economically, Politically, and Socially"**; and **"Our Story Matters: Getting our Images and Stories to the Screen and Print Media"** with



follow up interviews with a number of panelists and moderators. Richard Wright students were able to contemplate on what positive and peaceful ways youth of color show can support, enact change, and build awareness through the use of media and the internet.

- **Senator Tim Scott (R-SC)**, a leading voice for school choice in the Senate, invited Richard Wright to attend **“Choosing Excellence” A Forum on the Freedom to Choose Academic Excellence for Every Child** in the **Hart Senate Office Building on Capitol Hill** after meeting Richard Wright at another event on Capitol Hill. The daylong forum discussed the urgency of promoting academic excellence for every child, regardless of family income, socio-economic status or background. Panels included: **“Leading the Charge for Change”** with **Senator Tim Scott (R-SC)**, **Congresswoman Cathy McMorris Rogers (R-WA)**, **Governor Bobby Jindal (R-LA)**, **State Senator Larry Grooms (R-SC)** and **Moderator: Dr. Frederick Hess, Director of Education Policy Studies, AEI**; **“Stronger Communities through Exemplary Schools”** with **Sister John Mary Fleming, Executive Director of the Secretariat of Catholic Education, Dr. Steve Perry, Founder and CEO, Capitol Preparatory Schools, Nina Rees, President and CEO, National Alliance for Public Charter Schools** and **Moderator: Robert Enlow, President and CEO, Friedman Foundation for Educational Choice; Keynote Luncheon Speaker, Dr. Rod Paige, Former Secretary, U.S. Department of Education**; **“The Magic Numbers, What Works”** with **Kevin P. Chavous, Executive Counsel, American Federation for Children, Emily A. Kim, Chief Policy & Legal Officer, Success Academy Charter Schools, Ann Duplessis, former State Senator (D-LA), Congressman Luke Messer (R-IN)**; and **“Marketing Excellence”** with **Senator Lamar Alexander (R-TN), Chairman, Senate Health, Education, Labor & Pensions Committee, Ellen Weaver, President and CEO, Palmetto Policy Forum, Dr. Ximena Hartsock, Co-founder and President, Phone2Action, Doug Tuthill, President, Step Up for Students, and Moderator: Kara Kerwin, President, Center for Education Reform**. RW students were again asked to lead the Pledge of Allegiance and sing the National Anthem, as well as cover the event through photos and video and audio recordings. Students prepared with questions interviewed Senator Scott, as well as other participants. Senator Scott met with students afterwards to elaborate more on the various issues concerning school choice and overall, as public charter school students, Richard Wright students gained an even greater awareness to formulate their own perspectives surrounding school choice in their own lives and in their communities.

➤ **Journalism and Media Arts Workshops and Events**

- **The Washington Post Youth Young Journalists Development Program** has afforded Richard Wright students and staff to continually hone their craft working with professional journalists at **the Washington Post** consistently throughout each year. Workshops focus on an array of topics such as sports writing, narrative writing, or technology. Students participated at the Washington Post on a Saturday or Thursday evening. The workshops were one day or several consecutive weeks, during the school year or in the summer. The WPYJDP is a valuable resource in student development and their writing and media skills.

- **The DC Area Writing Project and the DC Journalism Education Association** were outstanding and supportive resources for students to continue to develop their writing and technology skills on weekends, weeknights, and during the summer. Students were regular attendees to the day, weeks or semester long workshops provided.
- The employee resource group, **Blacks at Microsoft (BAM)**, hosts an **Annual Minority Student Day (MSD)** at the **Microsoft Corporation**. This year's theme, **Building Diversity in STEAM (Science, Technology, Engineering, Art & Mathematics)** focused on building and maintaining relationships with students of diverse perspectives and backgrounds; exposing students to diversity at Microsoft in the forms of various professions, educational backgrounds and cultures; encouraging continued education; inspiring students to pursue opportunities that can lead to STEAM careers; and provide an opportunity to learn about emerging technologies Microsoft is developing. The **keynote speaker Tiffanie Stanard**, serial entrepreneur, Founder and CEO of Prestige Concepts and We Are MENT, provided illuminating information as a young woman of color forging companies in the technology field. The Career Panel Discussion motivated students to seek out technology opportunities and Richard Wright was awarded a Galaxy 7 for its engaging participation.
  - Through the education partnership with **Microsoft**, Richard Wright students participated in a 4-week long **“Richard Wright Journalism Tech Camp”** (a series of 3 workshops) hosted by Microsoft at the **Pentagon City** location. This technology workshop is part of **Microsoft's Innovative Education Program** enabling students to receive training on various Microsoft platform software and devices. This exceptional opportunity allowed students a hands-on learning experience with the latest technology software and programs. Such as an introduction to Microsoft and utilizing the Surface Pro 3, Outlook and OneNote, and Photography and Moviemaker.
- Film studies is an integral part of the RWPCS program and students have had the opportunity to attend various film festivals annually, such as the **Environmental Film Festival, the DC Film Festival, and the International Film Festival** held at various locations throughout DC, covering a range of genres and usually with a talk back involving writers, directors, and actors.
  - This year at the **Environmental Film Festival at the Warner Theatre**, they met the **Academy-award winning director of *Racing Extinction*, Louis Psihoyos**. After the film screening, students asked questions they prepared in their prior research to attending, ranging from the documentary, his role as a director, becoming involved in helping the environment, and advice for young filmmakers.
  - Richard Wright had the great opportunity, after meeting **Congressman John Lewis** at the Capitol, to see the critically acclaimed and Academy Award nominated film ***Selma*** in a special screening. This historical drama based on and chronicles the journey of Dr. Martin Luther King 's campaign to establish equal voting rights through the epic voting rights marches from Selma to Montgomery, Alabama in 1965 marks the 50<sup>th</sup> Anniversary of that epic movement in history. Students documented part of their trip to be included in the mini documentary Richard Wright was creating. Students researched,

discussed and wrote about the exceptional and relevant film that raised critical issues that informed them not only of the past, but also of the present. The themes paralleled current news stories and gave students another perspective in which to frame the current conversation on race in America.

- **The National Press Club** invited Richard Wright PCS to attend their prestigious **40<sup>th</sup> Anniversary Dinner** in the Main Ballroom of the National Press Club. **Politico** donated a table and a small representative group of Richard Wright student journalists and staff attended. **NPR's Audie Cornish** emceed the event, and featured keynote speaker **Barton Gellman**, part of the *Washington Post's Pulitzer-winning NSA reporting team* (and a former SPLC journalism intern). The evening celebrated the accomplishments of generations of young people who fought the good fight for campus accountability with SPLC's help and was inspiring to all who attended. The evening supported the vital legal, educational and advocacy work of the **Student Press Law Center**, a unique organization that protects the rights of all young people to gather information and share ideas without fear. The exposure to this event and the room full of outstanding mediamakers was impactful and powerful for our attendees.
- Richard Wright Public Charter School students were invited to join the **National Coalition on Black Civic Participation** for their **Intergenerational Civil Rights and Technology Leadership Roundtable Luncheon and Mobile App Development Workshop** at **the Sphinx Club at Franklin Square**. During the intergenerational mobile app development workshop, participants worked in teams to learn how to create an idea for a mobile app by creating use case diagrams, which could then be uploaded to developers for the creation of a mobile app product. At the conclusion of the workshop, students attended the Intergenerational Civil Rights and Technology Leadership Roundtable Luncheon. During the roundtable discussion, technology industry leaders shared their views and information on the current state of diversity and inclusion in the technology industry and various approaches to achieving diversity, inclusion and civil rights in the technology sector. Richard Wright students who attended were expected to be outstanding representatives and participants, as always, fully engaged in the day's activities. The unique hands-on learning experience was an excellent opportunity for students to engage with other students and leaders, exchange ideas, demonstrate leadership, and gain more knowledge and understanding surrounding technology, civil rights, and solutions to achieving diversity and inclusion in a professional setting outside the classroom. Students were challenged to collaborate with others and present their ideas to all the attendees.
- Through the **Robert F. Kennedy Human Rights** organization, Richard Wright was able to attend the very prestigious event of the **2015 Robert F. Kennedy Book & Journalism Awards** at **the Newseum**. To be present for this momentous occasion was quite inspiring and riveting for Richard Wright's aspiring journalists, writers, photographers, and videographers. The event was impactful and stirring on different levels, from **President Kerry Kennedy's** remarks to the stories and photographs produced for the Award Winners, as well as the video tributes to journalism greats, John Seigenthaler and Frank Mankiewicz. The evening encouraged and reaffirmed what Richard Wright continuously promotes in our young people, that each of them

- has the power to create positive change and make a difference not only in their lives, but in the lives of many.
- **Editor-in-Chief of the Washington Informer, Denise Rolark Barnes**, has adopted Richard Wright and has provided many opportunities to share our students' writing and talents.
    - RWPCS students shared original poetry and raps about our partner's founder, **Dr. Calvin W. Rolark**, as the Washington Informer rang Golden, celebrating 50 Years of sharing positive news about Black people in DC and the world during the 50 Lens Exhibit at the Gallery O on H. Students read, interpreted and synthesized Dr. Rolark's biography to create original poetry; their performances were enhanced with the careful coaching of **Dr. Ricky Payton from Urban Nation**. These poems and performances about pride, first class citizenship and self-determination symbolizing the life and legacy of Dr. Calvin Rolark Barnes contributed to the evening's celebratory atmosphere.
    - RW students were invited again to perform at **the Carnegie Library** for the momentous occasion of **the Washington Informer 50<sup>th</sup> Anniversary** in a **50 Influencers Celebration**. This red carpet event hosted not only 50 of the greatest Influencers for the Washington Informer and the DC area, but for the nation as well. Students were able to meet various individuals who have made a tremendous impact on their lives.
  - Richard Wright makes sure that students are able to visit various media organizations to gain a bigger picture of the media industry. This year visits included **NBC4, WUSA9, Radio One, and The Verizon Center**. Our young people had the incredible opportunity to meet and ask questions of the Washington Bureau Chiefs, Political Editors, and staff who shared fascinating stories and different aspects of their jobs, as well as professional advice to the students about college careers, becoming a journalist, and the need to be curious and interested in the wider world, reading and writing as much as possible, talking to people, watching the news, and developing something unique about themselves. Students listened intently and had the chance to observe and ask more questions as they toured high-tech newsrooms
    - **The NBC4 (WRC) Studios in DC** gave students a real world television news experience as the students toured the NBC4 studio and had a chance to spend time with **News Director, Matt Glassman**, and experience how the News at Noon is put together from his side of the newsroom and witness the actual taping of the news.
    - As part of our behind the scenes of operations experience at **the Verizon Center**, RW students met **Mr. Jumoke Davis, the Director of Network Productions** at the Verizon Center, and as **Executive Producer** oversees the production of the award-winning series', "**Wizards Magazine**" and "**Mystics Magazine.**" Mr. Davis fills many roles within **Monumental Sports and Entertainment**, serving as on-camera talent for the **Wizards, Mystics, Verizon Center, and Monumental Sports**. He is a three-time Emmy winner for Wizards Magazine (sports program and editing), and has won numerous awards, a 6-time Telly Award Winner, for both Wizards and Mystics Magazine. Richard Wright students were able to get a behind the scenes experience in almost every area of the Verizon Center, from being

courtside pre-game with players from both the Wizards and the Sacramento Kings warming up, to the top of the stadium in the press boxes, to shooting the show, to media operations on every level and in every area, our young people were thoroughly entrenched and impressed.

- In a partnership with **Radio One**, Richard Wright students were able to visit and tour the studio, create several spots with **radio personality Angie Ange**, and also see the editing process with the audio engineer. Radio One has visited Richard Wright on various occasions and even was highlighted as “Classroom of the Week” celebrating at the school with a pizza party and radio personality.

➤ **Visiting Journalists, Artists, Filmmakers**

- The power of media continually stretches the boundaries to which Richard Wright students can create indelible, powerful, informative, and positive messages expressing in a variety of forms the stories, issues and concerns the students feel passionate about.
- Professional journalists visit the school throughout the year to speak with both staff and students. Working in partnership with **the Pulitzer Center**, Richard Wright students are exposed to a diverse pool of journalists and content. Pulitzer Center Fellow, **journalist Ana Santos** from the Philippines spoke with students about her project on Filipino mothers working abroad and leaving their own children behind.
- **American journalist and WJLA’s newscaster, Leon Harris**, also visited Richard Wright to share his personal experiences as a longtime journalist and television newscaster with some of the **RWPCS Newscast** team.
- Other musical artists that have graced RWPCS with their talent are **UK Gospel, Inspirational, Soul singer and performing artist, Anastasia Baker** and **Timothy Bloom**, American Alternative Soul singer-songwriter and record producer.

➤ **Community Partnerships**

- Richard Wright continues to garner support, resources, and opportunities for the students with businesses, colleges/universities, and various educational, arts, journalism and media arts organizations, and individuals, such as **Microsoft, US Department of Transportation, Clean Air Partners, DC Arts and Humanities Collaborative, the Shakespeare Theatre Company, Penn Faulkner Foundation, Georgetown University, Howard University, George Washington University, Morgan State University, Coppin State University, and Florida Agricultural and Mechanical University, Journalism Education Association, C-Span, WHUR, RAINN, the Washington Informer, the Washington Post, WDAS 105.3FM Philadelphia, PA, WHUR 96.3FM at Howard University, Radio One, WUSA9, Student Press Law Center, the Pulitzer Center, the DC Area Writing Project, the Washington Post Young Journalists Development Program, CBS Sportscaster and Host of Showtime’s Inside the NFL, Mr. James Brown, The White House, Office of the First Lady.**
- RWPCS actively seeks media contributors that represent a broad range of voices, and continues to utilize the numerous resources available and build connections in the DC/MD/VA area to support the program.

➤ **Prestigious Events**

- As part of the mission to transform students into well-versed media contributors, Richard Wright provides real life experience, application, and connection. Students learn quickly that things that seemed unfathomable and unreachable are possible with hard work, consistency, effort, and efficacy, even the ability to experience and document such amazing events at **the White House**. The tremendous experiences our students receive applying their journalism skills at the White House are unmatched and invaluable. Richard Wright continues to build relationships fostered through its initial meeting to exponentially enhance the opportunities for growth and learning for the students.
  - Richard Wright was invited back to the White House for yet another rare opportunity for a high school journalism student to apply journalism and film skills covering an Open Press Event through **the Office of the First Lady**, the first time in history honoring **the National School Counselor of the Year** with a ceremony at the White House. It was extremely pertinent for Richard Wright's college bound students to hear first hand the First Lady's inspirational speech recounting her struggles growing up on the South Side of Chicago and achieving her educational and college goals.
  - Richard Wright PCS had the great honor to have been invited for the second year in a row to **the White House** through **the Office of the First Lady** for the first-ever **Fashion in Education Workshop**, both as guests and as press. The students' participation furthered the First Lady's *Reach Higher Initiative*. The goal was to provide a forum for the world's leading fashion professionals to share their personal story and insight with promising young people who intend to pursue higher education. The **First Lady Michelle Obama** spoke to the students about the importance of staying in school and getting an education for a successful career. It was yet another rare and invaluable opportunity. Students were expected to be excellent representatives for the school, their families, their community, and themselves at all times. Similar to the structure of the first visit, students worked with top designers, entrepreneurs, and fashion journalists in the fashion industry in hands-on workshops, a luncheon with the First Lady, and a discussion with panelists.
  - Richard Wright Student Ambassador Issac Jackson, an aspiring filmmaker, created a film centered on giving back, "**Richard Wright Gives Back**," focusing on the work Richard Wright students do with the South Carolina Veteran's group, for the **White House Film Festival 2015**. It was an **Official Selection**, receiving an **Honorable Mention** in this year's Festival from over 2,500 submissions.
- The **National Charter School Week (NCSW)** organizers and Congressional leaders invited Richard Wright back **the Cannon House Office building** to participate as Richard Wright Ambassador students gave the invocation, led the Pledge of Allegiance, and joined the discussion on the role School Choice has played in their lives. As always, students were expected to be the best representatives of Richard Wright as Ambassadors of the school, fully engaged and participatory, prepared with questions to ask. It served as an excellent opportunity for students to meet members of Congress, understand civics in education from another perspective, and demonstrate practical application of the knowledge and skills they have been learning

in class to a real world experience at a major national event. Students and staff of Richard Wright heard from **GOP Leaders** such as **Speaker of the House John Boehner, Congressman Luke Messer, Chair of the Congressional School Choice Caucus, and Senator Tim Scott**, which led to an invitation by Senator Scott to another event mentioned previously. Students also toured the building and visited and met various Congressional Leaders in their offices, with Staffers generously taking the time to delve more into what they do and how they got there.

- **Founder and CEO, Dr. Marco Clark**, paid an impromptu visit to his friend **Congressman John Lewis**, who then came to speak to the Richard Wright Student Ambassadors, their parent, and the staff. This impromptu meeting generated overwhelming emotion, inspiration and motivation, as this historical icon, longtime Civil Rights activist and leader spoke genuinely and profoundly about his personal experiences growing up. In light of the **50<sup>th</sup> Anniversary of Selma**, the impact was resounding. Students created a mini documentary created from the happening of this meeting entitled, **“Bridging the Legacy – Congressman John Lewis: A Hero for Every Generation”** which continues to generate viewers of all ages, to pay tribute and give honor to this intergenerational hero.
  - **The Washington Informer** supports Richard Wright in a variety of ways, and invited students to a **50th Anniversary Signature Event for the Washington Informer, a “Conversation with Marion Barry”** as the late Mayor discussed and signed his new biography. Students wrote essays about the former DC Mayor, which were published in the Washington Informer.
    - Students also had another opportunity to perform at the Washington Informer’s 50<sup>th</sup> Anniversary. They are seminal partners with the school providing exclusive opportunities and invitations to major events. Students had the chance to meet **Congressman John Lewis** and attend an event honouring him. Student articles were also published in the Washington Informer at that time as well.
  - **The U.S. Department of Transportation (USDOT) and the Black Heritage Consortium** invited Richard Wright to attend and participate in the **USDOT Black Heritage Program “From Entertaining to Educating: Know Thyself”** with **Guest Speaker Dr. Carl B. Mack**. Student produced films and a spoken word performance by Richard Wright students were included in the program and celebrated by many. Richard Wright also was asked to document the occasion for the organizers with photos and video. It was an honor for Richard Wright to have been invited to join this celebration at the **Headquarters of the U.S. Department of Transportation** and have the special opportunity to interview Dr. Mack for an extended interview for the RWPCS Newscast. Dr. Mack was so impressed with the Richard Wright students, he has done follow up visits to the school to continue to bring mentorship and motivation to the young people he inspired.
- **Community Service/Financial, Social, Health and Wellness, Nutrition, and Education Workshops and Events**
- RWPCS implicitly understands the importance of parent involvement in the overall success in student lives and proactively engages parents/guardians in the life of the school to build family-school partnerships to strengthen support for learning. Richard

Wright is highly aware of the challenges in declining parent involvement with high school age students, which research shows are linked to student achievement, school retention, growth, and success. Richard Wright PCS implements best practices that center around building connection and trusting relationships with transparency, openness and effective communication; offering training, workshops, and instruction to strengthen support at home for students related to social, emotional, and financial well-being, literacy and study skills, and preparation for higher education; and partnering and collaboration with community businesses and organizations with families.

- RWPCS partnered with community organizations that provide services such as continuing education, health and wellness information, job training and public utility assistance, to help parents address issues that may be interfering with a child's success. Partnering organizations were invited to attend the monthly forums.
- Mentorship, community building, and community service remains a strong focus for Richard Wright as **Donuts for Dads, Muffins with Moms, the Annual Veterans Luncheon, and Empowerment Forums** were hosted and held at various times throughout the year at the school. Intergenerational engagement, role modeling, and heart to heart conversations and connections continue to build and bind RWPCS youth towards success as they move forward. The collective impression of all the visitors welcomed was always positive and have led to ongoing relationships which RWPCS continue to build upon.
- Since 2012, the **South Carolina Combat Veterans Group** visits RWPCS for its **Annual Luncheon** in Washington, DC. Student Ambassadors host, serve, and entertain this generous and spirited group of veterans at the school, and their support and stories are always cherished. It is a multigenerational event that provides an opportunity for our students to give back to those who have given so much for this country.
- In 2000, the **U.S. Congress** created the **Veterans History Project (VHP)** as part of the **American Folklife Center at the Library of Congress**. The mission of the VHP is to collect, preserve and make accessible the personal accounts of American war veterans so that future generations may hear directly from veterans and better understand the realities of war. Richard Wright responded to **Congresswoman Donna Edwards'** request for volunteers to assist with the 2014 VHP and interviewed, recorded, and edited the stories of veterans both at Congresswoman's Edwards office and at RWPCS. Congresswoman Donna F. Edwards cordially invited Richard Wright students who volunteered to attend the **Veterans History Project Reception at the Courses at Andrews, Joint Base Andrews Air Force Base**, recognizing and celebrating the women veterans who chose to share their personal stories and experiences as military personnel, and the volunteers who helped capture their stories. RWPCS was specifically asked to create a mini documentary for the Veterans reception and it was received warmly and enthusiastically.
- RWPCS students were invited for the third year in a row to cover the **Growing Healthy Schools Week Kick-Off Chef Competition** at Thurgood Marshall Academy. Richard Wright was invited by the **Office of the State Superintendent of Education (OSSE)** to create a video that documented the event and to be published on various platforms. Students gathered information; documented with photographs,



video, and audio; interviewed participants; and edited the project, enhancing the skill sets they build in their ROXIE journalism and media arts classes.

➤ **Various Art, Poetry, Music, Film, Writing Competitions and Opportunities**

- Relating to the First Lady's Let's Move! Initiative, OSSE enlisted Richard Wright's help to film the **Kick-Off Chef Competition for Healthy Schools Week** to use as a promotional tool for the past 2 years. Students enjoyed themselves at the event in various roles as media, judges, sous chef, and award winner. An RWPCS student won the essay contest for high school students in the DMV area.
- Richard Wright has gained national attention through some of the PSAs it has produced. "**Save Our Sons**" had thousands of views as it was shared across social media through different sites. The power of media continually stretches the boundaries to which Richard Wright students can create indelible, powerful, informative, and positive messages expressing in a variety of forms the stories, issues and concerns the students feel passionate about. They have created PSAs that focus on issues such as texting and driving, bullying prevention, violence prevention with young black males, literacy awareness, domestic violence, sexual violence, student homelessness, to name a few. The **PEW Charitable Trust Foundation** also worked with Richard Wright for a PSA on dental hygiene.
- Three years in a row since its inception, Richard Wright again took **1st Place** for the **Infographic Challenge** posed to students throughout the DMV by **Clean Air Partners**. This year's annual celebration was held at the **Torpedo Factory Art Center** in **Alexandria, VA** and this year's theme was "**Pollution is Ruining the Air. We Can't Afford Not to Care!**" The reception and awards program featured **Virginia Senator Tim Kaine, Mayor of Alexandria, VA William D. Euille, Virginia House Delegate Eileen Filler-Corn and Howard Bernstein from WUSA9**. Richard Wright student graphic designers received awards and accolades for their aesthetically strong works.
- Not only aspiring and inspiring visual artists, designers, musical artists, filmmakers, and journalists flood the school with their creativity, but poets abound and fill the walls with spoken word as the Richard Wright held its **Annual Poetry Slam**. Outside judges were called upon to award winners for this fierce competition, the first place poet winning with powerful and positive messages embedded in her poem. Returning judge, **Denise Rolark Barnes, the Washington Informer's Publisher**, was present and engrossed.
- RWPCS students have represented DC in the **Congressional Art Competition** held at the Reagan National Airport, the **National Cherry Blossom Arts Festival** competitions, and created artwork for **the Hine Project**.
- The **DC Arts and Humanities Education Collaborative** provided an opportunity for Richard Wright students to attend a performance by **The Choral Arts Society of Washington: *Living the Dream... Singing the Dream – Celebrating the Legacy of Dr. Martin Luther King, Jr.*** at the **GW Lisner Auditorium**. Students honored the legacy of Martin Luther King, Jr. and commemorate his ideals of non-violence and racial equality with traditional spiritual and gospel selections of the Civil Rights Era performed by a host of dynamic area musicians.

➤ **Travel Opportunities**

- Richard Wright student leaders continue to set a high standard all students should strive for and help create a transformative culture and community of learning. Two ambassadors travelled during the 2014 summer to broaden their horizons and learning experiences. One of the Ambassadors travelled to **Guatemala** through the **DC Center for Global Education and Leadership** and the **Hoops Sagrado program**. The student spent three weeks during the summer in the highlands of Guatemala learning another language and culture, teaching Mayan children basketball skills, developing a sense of self, and gaining a new perspective on life. The program included intensive Spanish instruction and host family placement, as well as field trips, cultural immersion, and community service activities.
- **College Preparation and Planning - Trips, Tours and Mentorship**
  - The myriad of opportunities available to Richard Wright students opens doors to discover and cultivate their interests and passions in structured, safe, and supported environments with role models, mentors, and staff guiding the way. In preparation for college and careers, students have the ability to take various college trips, local and regional, to expand their thinking of college life and familiarize themselves with various environments, and careers they may want to pursue. Partnerships and mentoring programs with colleges and universities help facilitate multigenerational interactions and experiences.
  - Preparation and planning for college is essential and integral in the process for students. Thus, changing attitudes and perceptions about attending and graduating from college starts early at Richard Wright through continual exposure. Even eighth and ninth graders, workshops plant seeds in the early stages of their high school careers to begin thinking about, planning, and preparing for college. Students work on campus with interns from **Howard University** and **George Washington University**, as well as visits from other college students and recent college graduates from **Morgan State, FAMU, Coppin State, and University of MD** to instill the importance of higher learning to the whole student body. Fraternities and sororities have performed step shows and field questions about college life.
  - Graduating RW Seniors attended the **DC College Signing Day at the George Washington University** as part of **First Lady Michelle Obama's "Reach Higher" Initiative**. **U.S. Education Secretary Arne Duncan** and **D.C. Mayor Muriel Bowser** were on hand to give advice to the college bound crowd as well as congratulations. Seniors also heard an inspiring video message from the First Lady, and then shared the college they would be attending in the fall as they walked across the stage to the cheers of the audience. Richard Wright film crew was there to cover the story and our participants as well, including **Founder & CEO, Dr. Marco Clark** and **College Counselor, Cortney Morgan**.
  - Richard Wright is committed to have all students **"college ready"** and have attended various college preparation workshops in which our students received vital information concerning the college application process, SAT tips, financing college, writing the essay, and career opportunities in journalism. The importance of working hard and doing well in the present to help achieve their goals for the future are important messages reiterated and gained by RWPCS students.
  - The **GWU Chapter of National Association of Black Journalists (GWNABJ)** through George Washington's School of Media and Public Affairs established a

- partnership with Richard Wright PCS to develop a **Mentoring Program** in which GWNABJ members worked with students, to talk individually about college readiness, helping them navigate through the process of applying to colleges, specifically journalism and media programs. RWPCS students travelled to GWU to visit mentors, participate in events, and take tours of the GW campus. The opportunity afforded them a link generationally that broadened their perspective and learning environment, enhanced their motivation and inspiration to succeed in college, and provided pertinent information in the college decision making process.
- Ambassador and Valedictorian of the inaugural graduating class participated in **Bridge Programs** at **Spelman College** and **Boston University**, gaining college experience that has already shaped her choices in her coming year as a graduating senior. More students have been accepted this year to travel outside the region for college bridge programs.
  - Students have travelled to various locations for college tours such as **DC, MD, VA, PA, and NC**.
- **The Richard Wright Inaugural Commencement Ceremony for the Class of 2015**
- Richard Wright celebrated with honor and great pride the **Inaugural Graduating Class of 2015 Commencement Ceremony** at the **Ronald Reagan Building and International Trade Center Amphitheater**. The house was filled with Richard Wright Faculty, Board Members, Special Guests, Families, and Students for this tremendous occasion. The Commencement Speaker was given by **Founder and CEO, Dr. Marco Clark** to an already emotion filled room. Dr. Clark's family also was present to award a few seniors with scholarships generously donated from **the Clark Family Foundation**. This momentous occasion culminated and symbolized the hard work, continual efforts, strength, unity, determination and perseverance the entire educational community galvanized together over the years to achieve educational excellence and move the students on in the world to continue and grow as positive agents of change, global citizens, and creators of their own destinies.
- **The Richard Wright Black Tie Gala Film and Music Festival**
- To wrap up an another prolific year, **the Richard Wright Black Tie Gala Film and Music Festival 2015** held at **the historic Warner Theatre** was an event of epic proportions. The red carpet was rolled out on 13<sup>th</sup> Street, NW as 1200 guests seamlessly flowed in, stopping briefly for a red carpet photo op at the Richard Wright Step and Repeat banner. The evening started in the Warner Theatre's Atrium with the **"unique musical elixir" of Black Alley** and then the soulful sounds of **DC's all-female band Be'La Dona** and an amazing spread of various food stations from seafood to beef, appetizers and desserts. The celebratory energy continued as guests moved into **the Warner Theatre** that premiered the best student produced short films created in the 2014-15 school year. To end an already amazing evening, the **renowned gold and double platinum group Tony! Toni! Tone!** got the whole audience on its feet jamming to some of the greatest hits from the 80's and 90's. For the fourth year in a row, **WHUR's radio personality and journalist Taylor Thomas** wanted to emcee the momentous event, since the initial impact it made on her during the inaugural Black Tie Gala 2012 at **THEARC** and the 2013 at **the Arena Stage** and subsequently **the Newseum** in 2014. The community as a whole has witnessed the tremendous

growth as an event and the films screened. Engaging, independent short films span genres and styles, informing, entertaining, and inspiring viewers with innovative techniques, fresh perspectives and powerful voices of change. These student produced films have garnered attention from national organizations and leaders in diverse fields of education, social change, politics, government, sports, business, arts & music, entertainment, and of course, media. The content and products continue to amaze, inspire, and entrance the viewers, promising only a bigger audience each year. This year the number of sponsors for the event was the greatest yet. With media sponsorships and partnerships from **WTOP, WHUR, WKYS, WUSA9, DCTV, The Washington Informer, The Capital News, Copa Style Magazine, and The Renee Allen Show**, to support from large and small businesses, organizations, and individuals such as **MCN Build, the Meltzer Group, PMM Companies, Time Printers, Inc., Dr. Maurice Butler, Dr. James King, and the Omega Psi Phi Fraternity, Inc.** the astounding support for the school and the students increases exponentially. Letters of Greeting from the **Mayor of DC, Muriel Bowser, Congresswoman Eleanor Holmes Norton, Chairman Phil Mendelson, Councilmember Charles Allen, Councilmember Yvette Alexander, Councilmember LaRuby May, Councilmember David Grosso, Councilmember Elissa Silverman, Councilmember Kenyan McDuffie, Councilmember Vincent Orange, Councilmember Jack Evans, Councilmember Brandon Todd, U.S. Representative (Shadow) Franklin Garcia, Richard Wright PCS Board Chair, Dr. Rhonda Wilbon, and Richard Wright PCS Founder and CEO, Dr. Marco Clark**, were all graciously included in this year's Gala Souvenir Program.

➤ **Sports, Media and Extracurricular Activities**

- A wide variety of sports are offered throughout each season of the school year for both males and females. In addition to developing physical strength, flexibility, and endurance, the sports teams cultivate discipline, healthy competition, sportsmanship, character, cooperation, and leadership. Each sports team encourages athletes to be scholars, reiterating that academics come first, allowing time for study hall during practice, and the requirement that athletes maintain a certain GPA to play competitively, thereby providing motivation and support in both arenas. These sports include, but are not limited to: **Football – Varsity, JV; Flag Football – Co-Ed, Varsity, JV; Girls Basketball; Boys Basketball, Varsity, JV; Girls Volleyball; Track – Co-Ed; Girls Softball; Boys Baseball; Cheer Squad; Step Team; Martial Arts**
- For students interested in leadership roles, political processes, and service to others, the **Student Government Association, the Ambassadors Club**, and multiple community service opportunities are exemplary student organizations and outlets for students to consistently demonstrate various positive qualities that the Richard Wright educational community embraces and encourages as a whole.
- Students interested in more creative endeavors in various genres, **Art Club, Yearbook, A/V Club, Poetry Slams, Talent Shows, Modeling and Fashion Shows**, writing/poetry/art/music/film competitions, workshops, and performance opportunities are encouraged and available to all students. Visiting visual artists, graphic designers, musicians, music producers, DJs, actors, filmmakers,

- photographers, radio and TV personalities, broadcasters, and journalists from around the globe covering diverse issues, share their knowledge, expertise, and experience in different style formats with all grade levels.
- As part of the Richard Wright mission to transform students into media contributors, student life and activities are immensely filled to support and expand the vision. Pertaining to the fields of journalism, print, radio, and broadcast, photography, film, video and music production, visual art and graphic design, students connect concepts and skills through hands-on learning, in and out of the classroom. Multigenerational mentorship and instruction from professionals in the fields combined with extensive and extraordinary field trip opportunities are integral and essential components in **ROXIE (Reaching Our Excellence In Education), the journalism and media arts program**. Developing critical thinking skills as media consumers and creative thinking skills as media contributors, students become their own imagemakers and storytellers, representing and expressing issues and ideas important to them.
    - **RWPCS NEWS** allows students to be a part of the weekly newscast giving attention to the stories within the school, the community, and around the world. Students are the journalists, newscasters, camera and audio crew, editors, directors, and producers. All grade levels, from 8th to 12th can contribute.
    - Students can also contribute in print and online through the school publication, **The Wright Pages**, and as the school **Yearbook** staff. There are numerous writing opportunities for students as well, with possibilities of journalistic contributions in established, professional publications, such as the Washington Informer. Partnerships nurtured since Richard Wright's inception have opened doors to amazing field experiences for students. Workshops, national conventions, inaugural, auspicious, and annual events, Richard Wright students are continually invited to attend, participate, as well as document and report on the event.
  - **Richard Wright School and Staff Awards, Recognition, and Unique Accomplishments**
    - Richard Wright attended **Mayor's Press Conference** to cover and document the 2013-14 results of the DC-CAS, with the most recent data placing the school in the top ten public charter schools to make double-digit academic gains in the District. The innovative program and practices executed with consistency and efficacy by a dedicated, caring, and hardworking staff builds a working, learning environment that fosters creativity and exploration which students are excited to be a part of, the results demonstrated in a myriad of ways. The work students produce reflect the depth of their knowledge so far, in terms of research, creative development, and production.
    - **Richard Wright Journalism and Media Arts Coordinator Michelle Santos** was nominated by members of the local high school journalism community and **The Washington Post** to be a **recipient of The Washington Post Young Journalists Development Program Award for excellence in high school journalism** under the category of **Inspire**. She was featured in the September 2, 2014 edition of the Washington Post.
    - **Dr. Marco Clark, Richard Wright Founder and CEO**, has been interviewed numerous times on numerous media platforms to continue to advocate for students,

for families, for communities, in the framework of education reform. His story is well documented, as is his commitment to children and education.

Richard Wright Public Charter School for Journalism and Media Arts provides a rich, balanced, and diverse opportunities to all students, supporting the mission and vision of the school, fostering intellectual, cultural, social growth, and promoting physical health and wellness. Students are able to participate in various clubs, sports, activities, events, and trips that encourage students to utilize mental and physical practical application of concepts, skills, and processes they are continually learning both in and beyond the classroom.

As the only public charter high school in the region that specifically focuses on journalism and media arts, Richard Wright serves and educates children in the DC area. We are committed to transforming students into responsible media contributors, creating positive agents of change in this media saturated world. We strive to give our students a strong foundation of skills, with literacy as the keystone, building with the appropriate tools through innovative instruction, real world connection and application, loving guidance, and boundless creativity. Our young people continue to flourish and grow creating powerful content in which they are the imagemakers. They are the writers, producers, directors, videographers, editors, designers, artists, filmmakers, and journalists. They are the future seeking and creating change in the present.



**RICHARD  
WRIGHT**  
PUBLIC CHARTER SCHOOL FOR  
JOURNALISM AND MEDIA ARTS

**Campus: Richard Wright PCS for Journalism and Media Arts**

**Performance Management Framework**

LEA ID	167
LEA Name	Richard Wright PCS for Journalism and Media Arts
Campus Name	Richard Wright PCS for Journalism and Media Arts
Ages Served	12-19
Total Audited Enrollment	305
Grade 8	23
Grade 9	71
Grade 10	76
Grade 11	72
Grade 12	63
Total number of instructional days 2015-16	180
Student Suspension Rate	14.1
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.7
Promotion Rate	97.5
In-Seat Attendance Rate	88.9
Midyear Withdrawal Rate	Not yet validated - Intentionally blank
Midyear Entry Rate	Not yet validated - Intentionally blank
College Acceptance Rate (SY 13-14)	N/A
College Admission Test Scores (SY 13-14)	N/A
Graduation Rates (SY 13-14)	< 25 students in subgroup
Teacher Attrition Rate	43%
Number of Teachers	38
Average Teacher Salary	\$53,348
Minimum Teacher Salary	\$46,000
Maximum Teacher Salary	\$67,000

# Appendix B





DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

April 14, 2015

Dr. Rhonda Wells-Wilbon, Board Chair  
Richard Wright Public Charter School for Journalism and Media Arts  
770 M Street SE  
Washington, DC 20003

Dear Dr. Wells-Wilbon:

The Public Charter School Board (PCSB) conducts Strategies Visits to gather and document evidence to support school oversight. According to the 2014 Memorandum of Understanding that PCSB has with the Office of the State Superintendent of Education (OSSE) around implementation of the 2012 Waiver to the Elementary and Secondary Education Act, PCSB must “Ensure that public charter schools identified as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school’s Intervention and Support Plan” (p.5). Your school was selected to undergo a Strategies Visit during the 2014-15 school year for the following reason:

School is designated as Focus by OSSE.

Please see the following link for information about the requirements for exiting Focus status: <http://1.usa.gov/1K9dy5W>

PCSB conducted a Strategies Visit, which included on scheduled day on March 11, 2015 and two unscheduled visits between March 2 and March 13, 2015 to observe how the school’s Focus intervention strategies are being implemented in classrooms.

The Strategies Visit report is attached. We appreciate the assistance and hospitality that you and your staff gave the monitoring team. Thank you for your continued cooperation as PCSB makes every effort to ensure that Richard Wright Public Charter School for Journalism and Media Arts is in compliance with its charter.

Sincerely,



Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## EXECUTIVE SUMMARY

Richard Wright Public Charter School for Journalism and Media Arts (Richard Wright PCS) serves 292 students in grades 8 through 12 in Ward 6. The DC Public Charter School Board (PCSB) conducted a Strategies Visit in March 2015 because Richard Wright PCS was designated as Focus by Office of the State Superintendent of Education (OSSE) in school year 2013-14. Richard Wright PCS was designated Focus for the underperformance of its African American and Economically Disadvantaged subgroups on the 2013 DC CAS assessment. It should be noted that these subgroups make up the vast majority of the school population. The school showed progress between 2013 and 2014, according to OSSE's ESEA growth tool. The school needs two consecutive years of improvement to exit status. Given the new assessment, OSSE will not be calculating progress in 2015. The school will have the next opportunity to exit status in 2016.

PCSB conducted a Strategies Visit for monitoring requirements under the 2012 Waiver to the Elementary and Secondary Education Act (ESEA). A Strategies Visit contains one scheduled day, set by the school, and one or two days of unannounced classroom observations. The Spring Strategies Visit included ten observations total, within a two-week window between March 2 and March 13, 2015. PCSB collected evidence related to the school's Focus strategies, including: differentiation, the use of assessments to drive instruction, Team Teaching, the use of technology, a focus on the development of literacy skills across subject areas, improving student engagement, and enhancing the home-school connection.

The majority of evidence collected during the scheduled day and the unscheduled observation window centered on the school's effective implementation of strategies to use assessment data to drive instruction, the development of literacy skills across the curriculum, improvement the home-school connection, and engaging students. The QSR team observed a robust system for tracking assessment data and observed how school leadership used data with individual students. The team also observed strong implementation of strategies to improve literacy skills, including individualized intervention programs in the Learning Lab, and an intentional focus on vocabulary development in classes beyond English. The school has various strategies in place to keep parents informed as to their students' progress. The school demonstrated its responsiveness to student needs and wants as they created a Spanish language course based on student demand, and worked to engage students in the college-planning process by connecting students to college and university representatives, either at the school or on site at the college or university.

The QSR team saw mixed implementation of strategies for differentiation; many classes included whole group instruction with students completing the same task and with no differences in the learning process. However the team noticed frequent checks for understanding throughout observations.

## SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes Richard Wright PCS’ 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 March 11, 2015 and the observation window from March 2 to March 13, 2015.

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
Increasing professional development around teacher collaboration	<p>PCSB should see some similar branding across classrooms. For example, all classes have a focus on REACH. This is an engagement strategy into the lesson that leads into each lesson. This is built around teacher collaboration. Ex. If we’re doing English and the class is working on interpretations, PCSB may see the strategy in other classes. You should see collaboration across strategies.</p> <p>Professional development (PD) has also focused on Team Teaching: Math, ex. PCSB will see the general math teacher and another math teacher that would be in the classroom to help small groups, or</p>	<p>During both the scheduled day and the unscheduled observation window, the QSR team saw consistent evidence of REACH activities used to engage students within classrooms and common strategies used across classrooms. For example in an English class observation, the teacher asked students to name the two real-life places in the author’s novel, leading to a discussion of these places and their roles in the novel. In two separate observations, reviewers saw students take short assessments on the materials they covered the day before starting the new lesson. In both cases, these were done as quizzes.</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
	<p>provide an extra explanation around content. If students are doing equations, a different teacher may be working with a group that needs remediation. Team teaching occurs mainly in ELA and math.</p>	<p>During both the scheduled day and the unscheduled observation window, the QSR team saw some evidence of <b>Team Teaching</b>, though implementation was limited. In most observations of Team Teaching, the model was “one teach, one assist,” with one teacher presenting a lesson and the other teacher primarily focused on redirecting students with heads down or off task during the lesson. With the exception of one observation in which both teachers led small group work, reviewers saw that there was no evidence of both teachers actually leading instruction.</p> <p>The QSR team had the opportunity to observe an individual <b>professional development</b> session between the school's instructional coach and a teacher. This was a post-observation conference, after the instructional coach had observed the teacher's lesson the day before. The instructional coach started by asking the teacher to go through the structure of the lesson. The coach then praised the teacher around the positive class environment where, “students were willing to take risks and engage,” and students were</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
		<p>collaborating with one another. The instructional coach asked the teacher to describe the lesson in the larger context of the unit and what the follow-up would be. The teacher noted that some students needed to improve in verb usage and sophistication of vocabulary. The instructional coach and the teacher then discussed how to build on the lesson with students in the teacher's follow up conference.</p>
<p>Increased differentiation in classrooms</p>	<p>Team teaching involves multiple adults in the classroom, checking in and providing feedback to individual students. For the Spring 2015 visit, school leadership explained that this may be different. The school reconfigured the classes based on knowledge gaps in preparation for PARCC.</p> <p>Teachers differentiate instruction by creating action plans based on data to reteach where necessary. Action plans are done with ANet, focusing on math and reading. PCSB should see customized instruction.</p>	<p>Please see Strategy #1 for evidence related to <b>Team Teaching</b>.</p> <p>While the QSR team did not observe Team Teaching consistently across observation, the team saw <b>frequent checks for understanding across</b> subject areas and saw teachers providing feedback to students. The QSR team saw small class sizes with teachers walking around to groups of students asking them to verbalize the next steps in multi-step problems, checking in with individual students to scaffold the next steps in solving, and encouraging students to help each other, explaining next steps. In other</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
		<p>classes, team teachers checked in with individual students to ensure they understood directions and to facilitate discussion in small groups, and walked around asking small groups of students questions about their informational text to gauge student understanding and scaffold where necessary.</p> <p>Overall evidence of <b>differentiation</b> was mixed. In most observations assignments were whole group with every student working on the same task. One observation of science class used stations where students worked on different tasks, but they were not differentiated. The QSR team observed instances of differentiation all with online reading intervention programs. Students worked on different lessons within the program, and when they finished, they worked one-on-one with the teacher or reading specialist. The QSR team also saw differentiation in work products in English observations where students wrote narratives modelled after a novel.</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
<p>More time spent focusing on developing literacy skills</p>	<p>Richard Wright PCS has hired two additional reading teachers in order to teach a reading fundamentals class for 8<sup>th</sup> graders.</p> <ul style="list-style-type: none"> <li>▪ School leadership has focused on teaching reading skills across the curriculum, beyond just ELA. Explicit reading skills should be taught in both Science and Social Studies.</li> <li>▪ Richard Wright PCS uses the program Testourkids.com. PCSB should see students in the lab in the library. Some of the students are brought out of reading. Some of the students are brought out of English. This determination is made by the reading coordinator. All of the 8<sup>th</sup> graders do Reading Fundamentals and Testourkids.com. A portion of the tenth graders are brought out of the English to do testourkids.com.</li> </ul>	<p>The QSR team observed a focus on literacy skills across subject areas during the scheduled day and observation window.</p> <p>In history observations students or teachers read sections of informational text aloud. In one observation the students answered questions in small groups. In another observation the students defined age-appropriate vocabulary words (e.g., “coerce”) and used them in sentences before continuing with the lesson.</p> <p>Students developed writing skills in English by examining the style of a novel and modeling the narrative in their original writing piece.</p> <p>In Latin class observations the teacher made frequent connections between Latin words and English words with similar roots.</p> <p>The QSR team also observed students working on a remedial reading program in the Learning Lab. Students read various texts based on their reading levels and answered questions related to the text.</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
		<p>Some students were reading informational text while others read from fiction texts. The text highlighted specific words as students read along. Two adults were present in the room, looking over the students' shoulders to ensure they understood directions and were completing the learning tasks. In another Learning Lab session during the unscheduled observation window, the QSR team observed all students working actively on the reading program. Students read a passage (or had a passage read to them), answered questions about the passage, and played vocabulary games. The questions and activities were different for each student. Two students finished with the computer program and worked one-on-one with the teacher or reading specialist.</p>
<p>Frequent use of assessment to continually check student progress and to continue targeting instruction.</p>	<p>Richard Wright uses a wide range of assessments to benchmark students throughout the year. These include ANet (four before DC CAS) and Discovery Ed. As a result, instruction should be highly differentiated.</p>	<p>For information related to <b>frequent checks for understanding and differentiation</b>, please see evidence listed under Strategy #2.</p> <p>During the scheduled day, the QSR team observed a conference between a member</p>



Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
		<p>of the leadership team and individual students to review their ANET results. A school academic specialist told the QSR team that she meets with all students taking ANet assessments after the interim to review student results. A different student came into the room about every fifteen minutes. The school academic specialist asked each student to look at his or her previous two interims, record them along with the proficiency levels associated with their scores, and observe the trajectory. The specialist and student discussed why the student may have experienced an increase or a decrease in scores. The sessions ended with a brief discussion of next steps, and how the student could either maintain the upward trajectory or improve on past scores.</p>
Co-teaching in math	Co-teaching in math provides the opportunity for students to receive more differentiated support and feedback from teachers.	PCSB did not see evidence of co-teaching in math classes.
Increases in instructional time with the use of technology	Students have the opportunity for more instructional time using online programs.	Please refer to the evidence listed under Strategy #2, differentiation, and Strategy

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
	<p>Richard Wright PCS has a library where students can access online programs, going through various modules in Learning Lab. Students have additional instructional time during Saturday school. Saturday school is mandatory for 8<sup>th</sup> and 10<sup>th</sup> graders. Ninth graders are filtered in according to need. There is also additional instructional time after school, when teachers coach class and study groups.</p>	<p>#3 related to the development of literacy skills for a description of the Learning Lab observation.</p>
<p>Increase home-school connection</p>	<p>Through <b>an emphasis on homework and accountability for completing homework</b>, teachers are constantly giving students feedback to make the connection between what they do in school and what they do at home. Because students have to turn in their homework at the beginning of the day, school leadership is able to connect with parents in situations where students are not completing homework.</p> <p>RWPCS also communicates frequently with parents about academic programming. This year, senior students are participating in an <b>in-depth research project</b> where they will survey literature in the topic area around the media, gather</p>	<p>The QSR team saw a strong <b>emphasis by teachers on homework and accountability, though student completion of homework</b> was inconsistent at times. In a math observation, the teacher asked some students why they had not turned in their homework that morning, encouraging them to do better and describing the importance of doing homework to continue advancing in course content, telling students, “If you’re not doing homework, you’re shooting yourself in the foot!” In another math observation the teacher checked for homework completion at the beginning of the period.</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
	<p>and analyze related data, and finally write a research paper. RWPCS staff gave parents the opportunity to attend a Senior Parent Meeting to discuss this project further on March 5, 2015.</p>	<p>The QSR team also looked at documentation around <b>the senior project</b> as a strategy to engage parents and the community. School leadership sent information home about an in-depth research project. The project will culminate in a panel presentation to outside observers later in the spring. School leadership gave parents the opportunity to attend a Senior Parent Meeting to discuss this project further on March 5, 2015.</p> <p>While the QSR team did not observe school staff communicating with parents, a PCSB staff member had the opportunity to speak with the school counselor about the different strategies to connect with parents and families. The school counselor described speaking with parents of seniors as they prepared for college or their next step.</p>
<p>Increase Student Engagement</p>	<p>RWPCS has implemented a number of strategies to increase student engagement in academic content. Responding to the requests of students, RWPCS now offers</p>	<p>During the scheduled day, the QSR team observed <b>Advanced Academy Spanish Class</b>. There were five students present in the class taking place before regular</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
	<p>an <b>Advanced Academy Spanish Class</b> beyond the regular student course-load. This class is open to all students, but is currently a pilot program. It happens every day before school hours, and is a way for RWPCS to engage high performing students in subject areas that interest them.</p>	<p>school hours. Students listened to Spanish music as they learned about parts of the body in Spanish, matching the vocabulary word to the correct body part. The teacher frequently checked for understanding, asking students to talk through the process of going to the doctor in English, and then they spoke as a class about how to answer questions from the doctor in Spanish. Students moved on to independent work, filling out a registration form in Spanish, and then presented their health problem to the class. The teacher (dressed as a doctor) used props like bandages and aspirin to address the students' (fake) health problems. Students enthusiastically answered the teacher's questions about Spanish vocabulary and productively completed learning tasks.</p> <p>Student engagement was generally high. In an AP History observation, the teacher facilitated a lively class discussion related to the challenges of empire –building. Students listened attentively as classmates identified challenges and volunteered enthusiastically to answer the teacher's questions. In an English class observation, students broke into small groups and</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
		<p>played the role of panelist and press corps. As small groups, students discussed a text to answer a list of questions and had to come up with a list of questions to ask other panelists. The atmosphere was lighthearted as students joked around, though continued to focus on the answers to the question and evidence from the text. In a Latin class observation, the teacher presented information about Roman armies and used a video game to engage students, showing them different formations of battle and asking students to identify the formation. Students demonstrated high engagement by extending the discussion about which formations were more beneficial. As described further in Strategy #3 related to developing literacy skills, students were highly engaged as they worked at their own pace during literacy lab observations. However in a few classes, engagement was mixed, with only a few students answering the teacher's questions and engaging in the learning task, and other students socializing.</p> <p>The QSR team did not observe the college visits or the guidance counselor speaking</p>

Strategy Described In Intervention Plan	School's Description of Strategy on the Ground	Evidence
		<p>with students about college. However the school counselor discussed strategies to engage students in the college process during the scheduled day. Throughout students' senior year, the school counselor brought in representatives from different colleges to discuss college options, and organized trips to various local schools. She described connecting students with "student ambassadors" at the different universities. These ambassadors were often college students with similar backgrounds who could speak to the school population about what it is like to be a student at a particular school.</p>

# Appendix C



DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

December 17, 2014

Dr. Rhonda Wells-Wilbon, Board Chair  
Richard Wright School for Journalism and Media Arts Public Charter School  
770 M Street SE  
Washington, DC 20003

Dear Dr. Wells-Wilbon:

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 reasons:

- School eligible for 5-year Charter Review during 2015-16 school year
- School designated as Focus by the Office of the State Superintendent of Education

PCSB attended a scheduled day on October 16 to observe how the school's Focus intervention strategies are being implemented in classrooms. According to the 2014 Memorandum of Understanding that PCSB has with the Office of the State Superintendent of Education (OSSE) around implementation of the 2012 Waiver to the Elementary and Secondary Education Act, PCSB must "Ensure that public charter schools identified as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school's Intervention and Support Plan" (p.5). Your school was school is designated as Focus by Office of the State Superintendent of Education.

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](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)

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 Richard Wright School for Journalism and Media Arts Public Charter School.

Sincerely,

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

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leaders



## EXECUTIVE SUMMARY

Richard Wright School for Journalism and Media Arts Public Charter School (Richard Wright PCS) serves 304 in grades 8 through 12 in Ward 6. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) and ESEA monitoring in October 2014 because Richard Wright PCS is eligible for 5-year Charter Review during 2015-16 school year. The school was identified as a Focus school in Fall 2013 based on the relative underperformance on the DC CAS of its Economically Disadvantaged and African American student subgroups. PCSB monitored the school through QSRs in Fall 2013 and Spring 2014 and again in fall 2014, in year two of focus status. The school will be eligible to exit focus status at the end of its second year.

The QSR team conducted observations over the course of a two-week window, from October 6 through October 17, 2014. A team of three PCSB staff members (including PCSB's Special Education Specialist) and one consultant conducted observations of 20 classrooms. A QSR team member attended a scheduled day, set by the school, to collect evidence related to the school's Focus strategies, including: professional development, increasing the development of literacy skills, enhancing the home-school connection, co-teaching in math, and differentiation in the classroom. A PCSB staff member also attended a Board of Trustees meeting.

Prior to the site review, PCSB met with Richard Wright PCS to identify specific instructional strategies used to improve the performance of students with disabilities, which included the use of technology like interactive whiteboards and notebooks to provide access to instruction through different media, course texts and leveled readers to differentiate material, and co-teaching in ELA and math to provide more individualized instruction to students. The reviewer, who conducted special education-specific observations, noted the following: general educators used visual/written and oral modalities of instruction, via media such as interactive whiteboards and PowerPoint presentations; differentiated instruction; ELA instruction included course texts along with strategies to help students chunk text into smaller, easier-to-understand parts; and students had the opportunity to express learning in multiple ways, through writing short answers, answering the teachers' questions orally, or developing a dialogue showing comprehension of the story characters. However, there was a general absence of multiple modalities of instruction in all observed classrooms, which left some students unable to demonstrate their full understanding of lessons. Further, in a larger general education setting with inclusionary support, the teachers were observed conducting universal checks for understanding of students, which were not consistent and frequent enough to gauge the understanding of all students with disabilities within the classroom.

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 63% of the observations as distinguished or proficient in the Classroom Environment domain. The highest rated component within the Classroom Environment domain was Managing Classroom Procedures, with 70% of classrooms observed rated as proficient or above and well-established routines and smooth transitions during lessons. The lowest rated component within the Classroom Environment domain was Establishing a Culture for Learning, with 55% of classrooms observed rated as proficient or above. Most teachers had

a clear lesson structure, starting with a REACH activity intended to engage students. Teachers used timers and countdowns to signal transitions to other activities.

The QSR team scored 59% of the observations as distinguished or proficient in the Instruction domain. The highest rated component within this domain was Communicating with Students, with 75% of classrooms observed rated as proficient or above. About 50% of classrooms observed in the other elements within this domain were rated as proficient or above. Explanations of content were clear, and teachers generally invited student participation in content explanations. In most classrooms, teachers had the objectives displayed with statements related to what students would be able to do at the end of the lesson. During the spring 2014 QSR visit; observers scored 52% of the classrooms as proficient or exemplary in this domain. This improvement shows that school leadership continues to focus on instruction to improve academic outcomes for students.

The majority of evidence collected during the scheduled day centered on the school's effective implementation of strategies to improve literacy skills, increase the differentiation in classrooms, and provide professional development to teachers. Observers generally saw an improvement in the implementation of Focus strategies, particularly in the implementation of strategies to improve literacy skills and the use of assessments to improve instruction. Other Focus strategies, such as co-teaching in ELA and math, had similar levels of implementation since the spring 2014 site review.

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

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

Mission and Goals	Evidence
<p>Mission:</p> <p>The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student- centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.</p>	<p>During the scheduled day and the two-week observation window, the QSR team observed some strategies for developing students as <b>well-versed media contributors</b>. Instructional tasks, particularly REACH activities, required short responses. Students practiced as consumers of news by summarizing news articles in their Journalism class. Courses beyond English Language Arts (ELA) focused on developing reading skills, as described further in the <i>School Support and Intervention Strategies</i> section of this report, Strategy #3. In a US History Class, the teacher introduced a project whereby students had to create a video that presented the three branches of government.</p> <p>Although most students in classrooms were engaged in the content, observers saw inconsistent evidence of a <b>student-centered environment</b>; the majority of instruction was whole-group and teacher directed. Additional evidence related to the instructional environment may be found in the <i>Framework for Teaching</i> section of this report, particularly the <i>Instructional Delivery</i> component of <i>Engaging Students in Instruction</i>.</p> <p>Observers saw students <b>connect to the classics</b> through their Latin language courses. In both classes, students first had to write sentences in Latin, with teachers checked on the correct use of grammar before translating sentences from Latin to English. Teachers worked with students, who struggled with the material. In English classes, students</p>

Mission and Goals	Evidence
	<p>connected to classics through their reading of <i>The Scarlet Letter</i>. Students acted out the different chapters of the book as they prepared for a Friday quiz and had an active discussion about their perspective on the main character, using rich and imaginative vocabulary.</p> <p>The QSR team saw various ways in which the school <b>connected students to modern language (English) through writing skills and vocabulary</b>. Observers saw vocabulary development across content areas, with learning tasks that required students to work together to make meaning out of nonfiction text and identify challenging terms, apply vocabulary from their own reading to new situations, and break down words to understand how prefixes change meaning. For additional information around the development of writing skills, please see the <i>School Improvement and Support Strategies</i> section of this report, Strategy #3.</p>
Goals:	
<p><i>Please note that the school was in the process of revising its goals at the time of its QSR. In cases where current goals were similar to revised goals, PCSB staff combined them to simplify evidence collection and reporting.</i></p>	
<p><b>Current Goal:</b></p> <p><i>RWPCS students will meet or exceed state requirements for Proficiency in Math and Reading by 5 percent.</i></p> <p><b>Proposed Goal:</b></p> <p><b>PMF Goal #1: Student Progress – Academic improvement over time</b>  <i>Effective instruction supporting student academic progress and achievement in reading and math.</i></p>	<p>For strategies related to the school’s Focus plan, please see the <i>School Intervention and Support</i> section of this report.</p> <p>In English Language Arts classes students read from stories as teachers asked comprehension questions, created dialogues based on characters from a previously-read text, enhanced their vocabulary, broke down words to understand the meaning of prefixes, filled out graphic organizers about stories to enhance understanding, and analyzed characters and acted out scenes from a classic novel.</p> <p>Similarly, the QSR team saw a range of instructional activities in math classes. In a Geometry class, students and teachers reviewed</p>

Mission and Goals	Evidence
	<p>formulas for a test and the teacher asked students to practice by applying the appropriate formula to various problems. In a Pre-Calculus course, students reviewed conditional statements, created their own conditional statements, and wrote out the contrapositive, the converse, and the inverse. In Algebra 1, students discussed common ratios and common differences as well as geometric and arithmetic sequences. During the scheduled day in a Geometry class, students demonstrated their understanding of geometric terms (line, line segment, ray, etc.) in small groups by making a visual of these terms with their own bodies. In Math Enrichment during the scheduled day, students worked on inverse operations and solved inequalities on the board.</p> <p>For additional information related to the quality of instruction, please refer to the elements of the <i>Instructional Delivery</i> domain of the Framework for Teaching section of this report.</p>
<p><b>Current Goal:</b></p> <p><i>RWPCS students will meet or exceed grade-level requirements in reading.</i></p> <p><b>Proposed Goal:</b></p> <p><b>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards</b>  <i>Moving students to advanced levels of proficiency in reading and math</i></p>	<p>The QSR team observed various instances of differentiation in reading to help students meet or exceed grade-level requirements. Teachers used graphic organizers to help students establish the structure of text in a literature textbook. Students summarized stories in their own ways and created dialogues based on a story they had read. Teachers established background knowledge of the Great Depression by asking students their impressions of pictures from that time period before discussing the time period for <i>The Grapes of Wrath</i>. Teachers also differentiated learning products in a class where students had to act out chapters of <i>The Scarlet Letter</i> to help prepare them for Friday’s quiz</p> <p>Differentiation was less prevalent in math classes. Students generally completed the same worksheets or math problems, though</p>

Mission and Goals	Evidence
	<p>differentiation in process happened as students put their work on the board and other students commented on their methodology and checked their work. There was some co-teaching in math, with one teacher providing the instruction and another teacher checking in on student work.</p> <p><b>Assessment</b> was global in both reading and math. Teachers asked students to volunteer to respond to comprehension questions and to write out math problems on the board. Observers saw some use of Exit Tickets, but not consistently across classrooms.</p> <p>For strategies related to the school’s Focus plan, please see the <i>School Intervention and Support</i> section of this report.</p> <p>For additional information related to <b>differentiation</b> and <b>assessment</b>, please see the <i>Framework for Teaching</i> section of this report, specifically the <i>Instructional Delivery</i> components of <i>Engaging Students in Instruction</i> and <i>Using Assessment in Instruction</i>.</p>
<p><b>Current Goal:</b> <i>RWPCS students will have 90 percent annual promotion rate</i></p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p><b>Current Goal:</b> <i>RWCPCS students will have 100 percent college acceptance rate.</i></p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p><b>Current Goal:</b> <i>RWPCS students will have 80 percent passing rate on the DC Benchmark Assessment System (DC BAS), DC Comprehensive</i></p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>

Mission and Goals	Evidence
<i>Assessment System (DC CAS), Scantron Performance Test Series and Princeton Review Assessments.</i>	
<p><b>Current Goal:</b></p> <p><b>RWPCS teachers will exemplify mission of the school</b></p>	Please see evidence related to the school Mission, above.
<p><b>Current Goal:</b></p> <p><b>RWPCS teachers will demonstrate culturally responsive instruction.</b></p> <p><b>Proposed Goal:</b></p> <p><b>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement</b> <i>Culture of learning and support in the classrooms</i></p>	For evidence related to this goal, please see the <i>Framework for Teaching</i> section of this report, particularly the <i>Classroom Environment</i> components of <i>Creating an Environment of Respect and Rapport</i> and <i>Establishing a Culture for Learning</i>
<p><b>Proposed Goal:</b></p> <p><b>PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success</b> <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	The QSR team neither looked for nor observed any evidence related to this goal.
Governance:	A member of the PCSB staff attended the Richard Wright PCS Board Meeting on October 11, 2014. Four board members attended by phone and eight board members were present. The Board Chair led

Mission and Goals	Evidence
	<p>the meeting. The CEO, Dr. Marco Clark, gave a Performance Report Overview, sharing that though DC CAS scores in reading and math are weak, Richard Wright PCS students outperform the ANet network. Richard Wright PCS has also begun Saturday School, starting with the eighth grade. Other topics covered by the meeting included: community service projects, clubs, and fundraising. The Fiscal Manager gave a presentation on the school budget. The meeting adjourned at 12:45 pm.</p>



## 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 63% of observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>The QSR team scored 60% of observations as proficient or distinguished in Creating an Environment of Respect and Rapport. Teacher-student interactions were warm and caring, demonstrating mutual respect. Teachers encouraged students tackling challenging work, telling them “it’s ok!” when they stumbled over words and encouraging students not to be ashamed to come for extra help after school. Teachers praised students and gave them high fives when they got answers correct. Students demonstrated respect for teachers as they came quietly into the classrooms and started their REACH activities and generally refrained from off-task behavior and side conversations. Teachers created respectful environments in classrooms by demanding with success that students pay attention to each other.</p>	<p>Distinguished</p>	<p>5%</p>
		<p>Proficient</p>	<p>55%</p>
	<p>The QSR team scored 40% of observations as basic and none as unsatisfactory.</p>	<p>Basic</p>	<p>40%</p>
	<p>Observers witnessed teachers responding to disrespectful behavior without getting the results they wanted, as when some students would comply by quieting down and others did not change their off-task behavior. Students in some classrooms demonstrated disrespect to teachers as teachers had to repeatedly ask the students to pick their heads up off of tables or continued to talk over the teachers directions. Some teachers demonstrated exasperation with students, as one teacher who told a student that he was “going too far” when he asked for further clarification on the learning task.</p>	<p>Unsatisfactory</p>	<p>0%</p>

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

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 55% of observations as proficient or distinguished in Establishing a Culture for Learning. Classroom interactions supported learning and hard work. Teachers praised students for high quality work, saying “Good job!” and that students were “on fire!” Teachers demonstrated high expectations by saying, “I want 100% for your homework!” and by telling students the criteria for high quality work. Students put forth good effort to complete high quality work, persisting in situations where the work was challenging. Students demonstrated pride in their work by enthusiastically contributing, telling the class their sentences with new vocabulary words, acting out scenes from a book, and sharing responses to pictures related to the time period of a novel.</p>	Distinguished	10%
		Proficient	45%
	<p>The QSR team scored 45% of observations as basic and none as unsatisfactory. Some teachers never mentioned the importance of the academic content. Some students exhibited little pride in their work, as teachers attempted to get students on-task with little impact or change in the students’ behavior. Teachers in some classrooms conveyed high expectations for only a select group of students without encouraging all students to fully participate in the lesson, allowing some students to stay unengaged with their heads on their desks.</p>	Basic	45%
			Unsatisfactory
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 70% of observations as proficient in Managing Classroom Procedures. In most classrooms, there was little loss of instructional time due to effective classroom routines and procedures. Most classrooms included a clear structure, with a REACH activity, share out, direct instruction, and guided practice. Teachers used timers and countdowns</p>	Distinguished	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
	to signal to students the time left for certain activities. Teachers had established clear procedures for checking homework, as students knew to take it out as soon as they entered the classrooms and started their REACH activities. Students efficiently broke into groups when the teachers asked, without incident or loss of instruction time.	Proficient	70%
	The QSR team scored 30% of observations as basic or unsatisfactory. In some classrooms, routines and procedures were only partially effective, leading to a loss of instructional time. Material distribution and the collection of homework and class assignments seemed chaotic, as students yelled over the teachers' directions in some classrooms. In a small number of classrooms, teachers did not have the materials they needed at the beginning of the class, and left during the class to get additional copies, losing out on some instructional time as students were not productively engaged during their absence.	Basic	25%
		Unsatisfactory	5%
<b>Managing Student Behavior</b>	The QSR team scored 65% of observations as proficient or distinguished in Managing Student Behavior. In the majority of classrooms, the implementation of standards of conduct was consistent and effective across these classrooms. Student behavior was generally appropriate across classrooms, with students responding quickly to teachers' calls to get back on task or demonstrating no inappropriate behavior at all. In some classrooms, students redirected each other, telling classmates to "stop laughing!" while the teacher was talking. Teachers monitored student behavior in subtle ways, using proximity or simply by saying a student's name.	Distinguished	15%
		Proficient	50%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 35% of observations as basic and none as unsatisfactory. In a few classrooms, it was unclear if standards of conduct had been established, as students repeatedly talked over the teacher, and talk was not consistently related to academics. Teachers did not consistently follow through with consequences for off-task behavior, as in one classroom where the teacher reprimanded a student for asking too many questions and ignored students in the same classroom for keeping their heads on their desks.</p>	Basic	35%
		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 59% of observations as “proficient” and none as “distinguished” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 75% of observations as proficient and none as distinguished in Communicating with Students. In most classrooms, the teachers’ explanations of content were well scaffolded and clear. Teachers invited student participation in content explanations, as they asked questions to advance the content and built upon student responses. Teachers clarified the purpose of lessons through written and oral directions including PowerPoint presentations.</p>	<p>Distinguished</p>	<p>0%</p>
	<p>Many teachers displayed the objectives of the lesson, along with statements related to what students would be able to do at the end of the lesson. At the end of lessons, some teachers asked students to read the objective and give a thumbs up or thumbs down as to whether or not they thought the class reached the objective. Teachers used rich vocabulary, suited to the lesson and age of the students. Teachers also extended students’ vocabulary by asking them to use words in sentence during musical chairs, write sentences with new words, or define words in their own way.</p>	<p>Proficient</p>	<p>75%</p>
	<p>The QSR team scored 25% of observations as basic. In some classrooms, the teachers’ attempt to explain the instructional purpose had inconsistent success or directions for learning tasks were unclear. Teachers had to give directions a few times and students seemed confused in a few classrooms. This was evident by students not engaging in the learning task, not responding when the teacher asked, “Does everyone know what to do?”</p>	<p>Basic</p>	<p>25%</p>

Instruction	Evidence Observed	School Wide Rating	
	and continuing to ask questions about what to do well after the teacher handed out their worksheets. In a small number of classrooms, explanations of content consisted only of a monologue with little to no indication that students were following along.	Unsatisfactory	0%
<b>Using Questioning/Prompts and Discussion Techniques</b>	<p>The QSR team scored 55% of observations as proficient and none distinguished in Using Questioning/ Prompts and Discussion Techniques. In over half of the classrooms observed, teachers successfully engaged students in the discussion to ensure most if not all students participated. Students had opportunities to build off each other’s responses as teachers asked them to react to classmates’ impression of pictures of the Great Depression, explain whether they agreed or disagreed with a student’s explanation of vocabulary words, and asked students to confirm a response to a math problem by explaining methodology.</p> <p>Teachers often asked a mix of low and higher-level questions to first establish background knowledge and then push students to consider content on a deeper level. Teachers called on most students during lessons, even those that did not initially volunteer.</p>	Distinguished	0%
		Proficient	55%
	The QSR team scored 45% of observations as basic or unsatisfactory. In just under half of the classrooms observed, the teachers’ attempts to engage all students in discussion had uneven results. In some classrooms student engagement was low, with limited attempts by the teachers to	Basic	30%

Instruction	Evidence Observed	School Wide Rating	
	<p>engage all students as students had their heads on their desks, sat silently while not engaging in the learning task, or continued to chat with friends.</p> <p>Some teachers asked only low-level questions along a single path of inquiry, with pre-determined answers like a specific date, numeric response, or definition. In a small number of classrooms, teachers invited no student discussion at all with content explanations consisting only of a monologue.</p>	Unsatisfactory	15%
Engaging Students in Learning	<p>The QSR team scored 55% of observations as proficient and none distinguished in Engaging students in learning. In the majority of these classrooms, the learning activities were aligned with the instructional purpose and students were intellectually engaged. Teachers used a range of strategies and materials to engage students, including graphic organizers, literature books, PowerPoint presentations connected to content and oral discussion.</p>	Distinguished	0%
	<p>Teachers used different groupings to maximize learning, such as turn-and-talk in pairs, table groups to discuss a non-fiction text, and medium-size (five to six students) groups to act out particular math terms with their bodies. In most classrooms, pacing was appropriate to allow for student engagement, starting with a REACH activity and share out, followed by direct instruction, guided practice, and individual work.</p>	Proficient	55%
	<p>The QSR team scored 45% of observations as basic or unsatisfactory. In these classrooms students remained unengaged with heads on desks or no</p>	Basic	40%

Instruction	Evidence Observed	School Wide Rating	
	<p>response to any questions without intervention from the teacher. Engagement remained passive in some classrooms where students had to learn only protocols or procedures. Students performed only rote tasks in some classrooms, copying definitions, translating sentences, and simply copying notes from the board with no discussion.</p>	Unsatisfactory	5%
Using Assessment in Instruction	<p>The QSR team scored 50% of observations as proficient and none distinguished in Using Assessment in Instruction. In these classrooms, teachers used informal assessments regularly to monitor progress of learning. In some classrooms, students corrected each other's REACH activities and speed work in math. Teachers walked around classrooms as students completed individual work or group work, providing timely feedback and scaffolding with further explanation where necessary. Teachers frequently ask questions throughout classes to gauge student understanding in informal ways. Teachers made efforts to ensure all students understand as they ask students to answer questions (even those who did not initially volunteer), check each student's individual homework, and check student's short responses.</p>	Distinguished	0%
		Proficient	50%
	<p>The QSR team scored 50% of observations as basic or unsatisfactory. In a couple of classrooms, there was no assessment of learning, as the teacher asked students if they understood and there was no response and no further action from the teacher. Some teachers used Exit Tickets to consolidate learning and other teachers did not use Exit Tickets at all, or</p>	Basic	45%



Instruction	Evidence Observed	School Wide Rating	
	<p>any other method to gauge if the class met the lesson objective. Feedback to students was not uniformly specific, with teachers missing opportunities to provide explanations about why they got an answer incorrect or how the students' definition did not quite match the correct definition of a given word. Other classrooms observed used only global assessment with students providing answers in unison, giving teachers little to no indication that all students were learning.</p>	Unsatisfactory	5%

**APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</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>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<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: INSTRUCTION OBSERVATION RUBRIC**

<b>Instruction</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Communicating with Students</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>Using Assessment in Instruction</b></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 Richard Wright Public Charter School for Journalism and Media Arts’ 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 16, 2014 and the observation window from to October 6 to 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>1. Increasing professional development around teacher collaboration.</p>	<ul style="list-style-type: none"> <li>▪ PCSB should see some similar branding across classrooms. For example, all classes have a focus on REACH. This is an engagement strategy into the lesson that leads into each lesson. This is built around teacher collaboration. Ex. If we’re doing English and the class is working on interpretations, PCSB may see the strategy in other classes. You should see collaboration across strategies.</li> <li>▪ PD has also focused on Team Teaching: Math, ex. PCSB will see the general math teacher and another math teacher that would be in the classroom to help small groups, or provide an extra explanation around content. If students are doing equations, a different teacher may be working with a group that needs</li> </ul>	<p>Throughout classroom observations on the scheduled day and during the two week window, the QSR team saw the consistent use of <b>REACH</b> strategies. Students entered classrooms efficiently, read the REACH on the board, and began to write. On the scheduled day, teachers asked students to make connections between history and art, interpret quotes, and compare different mathematical figures during the REACH activity to get the students engaged and prepared for the day’s lessons.</p> <p>During the scheduled day and the two-week observation window, the QSR team saw some <b>team teaching</b> in math classrooms and in a couple of English Language Arts (ELA) classrooms. The predominant model was “one teach, one assist,” with one teacher presenting instruction while the other teacher walked</p>

	<p>remediation. Team teaching occurs mainly in ELA and math.</p>	<p>around the room to ensure students were on task, give students further clarity on the directions for the learning task, and help students come to the correct response. Observers did not see both teachers actively presenting instruction (to either the entire class or to small groups within a class) in any classroom.</p> <p>During the scheduled day, the PCSB staff member observed a <b>debrief session between the instructional coach and a new teacher</b>. The instructional coach asked the teacher for impressions of how the lesson went, thought process behind choosing instructional activities, and how these supported the objective. The instructional coach ended by offering suggestions for how the teacher could have increased the instructional rigor of the lesson and strategies she could apply to future lessons.</p>
<p>2. Increased differentiation in classrooms</p>	<ul style="list-style-type: none"> <li>▪ Team teaching involves multiple adults in the classroom, checking in and providing feedback to individual students.</li> <li>▪ Teachers differentiate instruction by creating action plans based on data to reteach where necessary. Action plans are done with ANet, focusing on math and reading. PCSB should see customized instruction.</li> </ul>	<p>Please see Strategy #1 for evidence related to <b>team teaching</b>.</p> <p>During the scheduled day, a PCSB observer sat in on a session between school leadership (including the ELA and math department heads) and an <b>ANet</b> coach. The purpose of the session was to review the school's first set of interim data for ELA and math, and for the coach to support school leadership in their</p>

		<p>preparation for the staff data meeting, scheduled for the following day. The coach brought leadership to the ELA data pages, and asked leadership to identify positive and negative trends, and weak and strong standards. The coach indicated that leadership should go through this same process with teachers. The coach walked leadership through an item analysis they would use with teachers, reading the passage and answering the questions students would answer, identifying possible misconceptions that would lead students to incorrect answers. He explained that this would be the same general process for math, and ended by answering leadership's questions.</p> <p>During the unscheduled observation window, the QSR team observed strategies to support all learners including flexible grouping/pairings, sentence starters in ELA courses, and PowerPoint presentations for students to follow along with during lessons. For additional evidence related to <b>differentiation</b>, please see the <i>Framework for Teaching</i> section of the report, specifically the <i>Classroom Instruction</i> component of <i>Engaging Students in Learning</i>.</p>
<p>3. More time spent focusing on developing literacy skills</p>	<p>Richard Wright PCS has hired two additional reading teachers in order to teach a reading fundamentals class for 8<sup>th</sup> graders.</p>	<p>During the two-week observation window, a PCSB observer saw a <b>Reading Fundamentals</b> class. Students read a story</p>



	<ul style="list-style-type: none"> <li>▪ School leadership has focused on teaching reading skills across the curriculum, beyond just ELA. Explicit reading skills should be taught in both Science and Social Studies.</li> <li>▪ Richard Wright PCS uses the program Testourkids.com. PCSB should see students in the lab in the library. Some of the students are brought out of reading. Some of the students are brought out of English. This determination is made by the reading coordinator. All of the 8<sup>th</sup> graders do Reading Fundamentals and Testourkids.com. A portion of the tenth graders are brought out of the English to do testourkids.com.</li> </ul>	<p>about the Great Fire in Chicago. Students enhanced their vocabulary and developed writing skills through the task of creating a dialogue between the two fire firefighter featured in the story using the vocabulary of the day. A special education teacher supported the general education teacher in this classroom to scaffold instruction. Both teachers asked comprehension questions throughout the class to gauge student understand.</p> <p>The QSR team saw a <b>focus on reading and writing skills in courses beyond ELA</b> during both the scheduled day and the two-week observation window. Most REACH activities required short constructed responses, giving students practice writing. In Biology and Journalism, students had to read a part of a text and work with a partner to summarize and identify key terms and read a news event and summarize. In journalism and social studies, teachers focused on vocabulary development.</p>
<p>4. Frequent use of assessment to continually check student progress and to continue targeting instruction.</p>	<p>Richard Wright uses a wide range of assessments to benchmark students throughout the year. These include ANet (four before DC CAS) and Discovery Ed. As a result, instruction should be highly differentiated.</p>	<p>For information related to the use of <b>ANet</b> assessments, please see Strategy #2.</p> <p>For additional information related to the use of assessment in instruction, please see the <i>Framework for Teaching</i> section of this report, specifically the <i>Instructional Delivery</i></p>

		component of <i>Using Assessment in Instruction</i> .
5. Co-teaching in math	Co-teaching in math provides the opportunity for students to receive more differentiated support and feedback from teachers.	For information related to <b>co-teaching</b> , please see Strategy #1.
6. Increases in instructional time with the use of technology	Students have the opportunity for more instructional time using online programs. Richard Wright PCS has a library where students can access online programs, going through various modules in Learning Lab. Students have additional instructional time during Saturday school. Saturday school is mandatory for 8 <sup>th</sup> and 10 <sup>th</sup> graders. Ninth graders are filtered in according to need. There is also additional instructional time after school, when teachers coach class and study groups.	While increases in instructional time with the use of technology may be in place, PCSB neither looked for nor observed any evidence related to this strategy.
7. Increase home-school connection	Through an emphasis on homework and accountability for completing homework, teachers are constantly giving students feedback to make the connection between what they do in school and what they do at home. Because students have to turn in their homework at the beginning of the day, school leadership is able to connect with parents in situations where students are not completing homework.	During the scheduled day, a PCSB observer had the opportunity to see the <b>homework intake process</b> at the beginning of the school day. Teachers set up desks at student entrances to “check students in” and collect their homework. Doing so gave teachers an opportunity to greet the students, gauge how the students are doing, and provide an additional level of accountability for student’s homework completion. The school leader

		<p>explained that teachers call home when students miss assignments.</p> <p>The school leadership also described home visits that staff participated in at the beginning of the year. Staff visited many of the student's homes to connect with parents. They will continue to do this throughout the school year.</p> <p>During the scheduled day, the PCSB observer witnessed <b>Family Matters</b>, which is a short time at the beginning of the school day where students come together as a family with school leadership after breakfast. They say the pledge, listen to announcements, hear shout outs for students, sing patriotic songs, and transition to class.</p>
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# Appendix D

# Initial Evaluation Student Noncompliance: Quarter 2 (July 1, 2012-September 30, 2012)

Agency: Richard Wright PCS  
Initial Release Date: 5/17/2013  
Date of Notification: 7/15/2013  
Days Remaining: -380

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Initial Evaluation</b>						
Timely Completion of Initial Evaluation 300.301(c)	1	0	0	1	0.00%	Complete the evaluation and upload into SEDS.

## Secondary Transition Compliance Summary: Quarter 2 (July 1, 2012-September 30, 2012)

Agency: **Richard Wright PCS**  
 Initial Release Date: **5/20/2013**  
 Date of Notification: **7/15/2013**  
 Days Remaining: **-380**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Secondary Transition</b>						
12) Postsecondary Goal Addresses Education or Training §300.320(b)	2	0	1	1	0.00%	Convene IEP team to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.320(b)	2	1	1	0	50.00%	Convene IEP team to develop appropriate goal.
14) Postsecondary Goal Addresses Independent Living §300.320(b)	2	0	0	2	0.00%	Convene IEP team to develop appropriate goal.
15) Postsecondary Goal(s) Updated Annually §300.320(b)	2	2	0	0	100.00%	Convene IEP team to develop appropriate goal.
16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	2	2	0	0	100.00%	Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.
17) Transition Services Assist Student To Meet Postsecondary Goals §300.320	2	2	0	0	100.00%	Convene IEP meeting to identify transition services.
18) Transition Services Include Courses of Study §300.320(b)(2)	2	1	0	1	100.00%	Convene IEP meeting to identify transition services, including courses of study.
19) Student Invited To IEP Meeting §300.321(b)	2	1	1	0	50.00%	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.
20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	2	0	0	2	0.00%	If appropriate in student's next annual IEP, there is evidence that a representative of any participating agency was invited to the IEP meeting with prior consent of parent or student (who has reached the age of majority).

# Reevaluation Student Noncompliance: Quarter 1 (April 1, 2012-June 30, 2012)

Agency: **Richard Wright PCS**  
Initial Release Date: **12/13/2012**  
Days Remaining: **-949**  
Expected Date of Submission: **12/20/2012**

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
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# Secondary Transition Compliance Summary: FFY13 Quarter 1

Agency: Richard Wright PCS  
 Initial Release Date: 8/16/2013  
 Date of Notification: 8/26/2013  
 Days Remaining: -338

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Secondary Transition</b>						
12) Postsecondary Goal Addresses Education or Training §300.320(b)	1	0	1	0	0.00%	Convene IEP team to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.320(b)	1	0	1	0	0.00%	Convene IEP team to develop appropriate goal.
14) Postsecondary Goal Addresses Independent Living §300.320(b)	1	0	0	1	0.00%	Convene IEP team to develop appropriate goal.
15) Postsecondary Goal(s) Update Annually §300.320(b)	1	1	0	0	100.00%	Convene IEP team to develop appropriate goal.
16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	1	1	0	0	100.00%	Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.
17) Transition Services Assist Student To Meet Postsecondary Goals §300.320	1	1	0	0	100.00%	Convene IEP meeting to identify transition services.
18) Transition Services Include Courses of Study §300.320(b)(2)	1	1	0	0	100.00%	Convene IEP meeting to identify transition services, including courses of study.
19) Student Invited to IEP Meeting §300.321(b)	1	1	0	0	100.00%	In student's next annual IEP, invite and document the invitation of, the student to the IEP meeting.
20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	1	0	0	1	0.00%	If appropriate in student's next annual IEP, there is evidence that a representative of any participating agency was invited to the IEP meeting with prior consent of parent or student (who has reached the age of majority).



# Reevaluation Student Noncompliance: FFY13 Quarter 2

Agency: Richard Wright PCS  
Initial Release Date: 1/10/2014  
Date of Notification: 1/27/2014  
Days Remaining: -184

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Reevaluation</b>						
Reevaluation §300.303(b)(2)	1	1	0	0	100.00%	Complete the evaluation and upload into SEDS.

# Secondary Transition Compliance Summary: FFY13 Quarter 4

Agency: Richard Wright PCS  
 Initial Release Date: 5/14/2014  
 Date of Notification: 5/27/2014  
 Days Remaining: -64

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Secondary Transition</b>						
<b>12) Postsecondary Goal Addresses Education or Training §300.320(b)</b>	1	1	0	0	100.00%	Convene IEP team to develop appropriate goal.
<b>13) Postsecondary Goal Addresses Employment §300.320(b)</b>	1	1	0	0	100.00%	Convene IEP team to develop appropriate goal.
<b>14) Postsecondary Goal Addresses Independent Living §300.320(b)</b>	1	0	0	1	0.00%	Convene IEP team to develop appropriate goal.
<b>15) Postsecondary Goal(s) Updated Annually §300.320(b)</b>	1	1	0	0	100.00%	Convene IEP team to develop appropriate goal.
<b>16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)</b>	1	1	0	0	100.00%	Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.
<b>17) Transition Services Assist Student To Meet Postsecondary Goals §300.320</b>	1	1	0	0	100.00%	Convene IEP meeting to identify transition services.
<b>18) Transition Services Include Courses of Study §300.320(b)(2)</b>	1	1	0	0	100.00%	Convene IEP meeting to identify transition services, including courses of study.
<b>18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B))</b>	1	1	0	0	100.00%	Convene IEP meeting or amend IEP to add, or correct annual goal(s).
<b>19) Student Invited To IEP Meeting §300.321(b)</b>	1	1	0	0	100.00%	In student's next annual IEP, invite and document the invitation of, the student to the IEP meeting.
<b>20) Representative Participating Agency Invited to IEP Meeting §300.321(b)</b>	1	0	0	1	0.00%	If appropriate in student's next annual IEP, there is evidence that a representative of any participating agency was invited to the IEP meeting with prior consent of parent or student (who has reached the age of majority).

# Reevaluation Student Noncompliance: FFY13 Quarter 4

Agency: Richard Wright PCS  
Initial Release Date: 7/14/2014  
Date of Notification: 7/25/2014  
Days Remaining: -5

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Reevaluation</b>						
Reevaluation §300.303(b)(2)	5	5	0	0	100.00%	Complete the evaluation and upload into SEDS.

# Secondary Transition Compliance August 2014 (April 1, 2014 - June 30, 2014)

Agency: Richard Wright PCS  
 Initial Release Date: 8/12/2014  
 Date of Notification: 8/26/2014  
 Days Remaining: 27

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Secondary Transition</b>						
12) Postsecondary Goal Addresses Education or Training §300.320(b)	3	3	0	0	100.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.200(b)	3	3	0	0	100.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
14) Postsecondary Goal Addresses Independent Living §300.320(b)	3	2	0	1	100.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
15) Postsecondary Goal(s) Updated Annually §300.320(b)	3	3	0	0	100.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	3	3	0	0	100.00%	Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.
17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	3	3	0	0	100.00%	Convene IEP team, or amend IEP, to identify transition services.
18) Transition Services Include Courses of Study §300.320(b)(2)	3	3	0	0	100.00%	Convene IEP meeting, or amend IEP, to identify transition services, including courses of study.
18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B))	3	3	0	0	100.00%	Convene IEP meeting, or amend IEP to add, or correct annual goal(s).
19) Student Invited to IEP Meeting §300.321(b)	3	2	1	0	66.67%	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.
20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	3	0	0	3	0.00%	If appropriate in student's next annual IEP, invite a representative of any participating agency to the IEP meeting with prior consent of parent or student (who has reached the age of majority).

# Secondary Transition Compliance May 2015 (October 1, 2014 - March 31, 2015)

Agency: Richard Wright PCS  
 Initial Release Date: 5/4/2015  
 Date of Notification: 5/18/2015  
 Days Remaining: 292

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Secondary Transition</b>						
<b>12) Postsecondary Goal Addresses Education or Training §300.320(b)</b>	1	1	0	0	100.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
<b>13) Postsecondary Goal Addresses Employment §300.320(b)</b>	1	1	0	0	100.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
<b>14) Postsecondary Goal Addresses Independent Living §300.320(b)</b>	1	0	0	1	0.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
<b>15) Postsecondary Goal(s) Updated Annually §300.320(b)</b>	1	1	0	0	100.00%	Convene IEP team, or amend IEP, to develop appropriate goal.
<b>16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)</b>	1	1	0	0	100.00%	Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.
<b>17) Transition Services Assist Student to Meet Postsecondary Goals §300.320</b>	1	1	0	0	100.00%	Convene IEP team, or amend IEP, to identify transition services.
<b>18) Transition Services Include Courses of Study §300.320(b)(2)</b>	1	1	0	0	100.00%	Convene IEP meeting, or amend IEP, to identify transition services, including courses of study.
<b>18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B))</b>	1	1	0	0	100.00%	Convene IEP meeting or amend IEP to add, or correct annual goal(s).
<b>19) Student Invited to IEP Meeting §300.321(b)</b>	1	1	0	0	100.00%	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.
<b>20) Representative Participating Agency Invited to IEP Meeting §300.321(b)</b>	1	0	0	1	0.00%	If appropriate in student's next annual IEP, invite a representative of any participating agency to the IEP meeting with prior consent of parent or student (who has reached the age of majority).

# Appendix E

# LEA Onsite Visit: LEA Compliance

Agency: **Richard Wright PCS**  
Initial Release Date: **6/3/2015**  
Days Remaining: **-47**  
Expected Date of Submission: **6/15/2015**

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
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# LEA Onsite Visit: Student Compliance

Agency: **Richard Wright PCS**  
 Initial Release Date: **6/3/2015**  
 Days Remaining: **-47**  
 Expected Date of Submission: **6/15/2015**

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
<b>Initial Evaluation and Reevaluation</b>						
<b>16) Parent Consent for Reevaluation</b> §300.300(c)(1)	2	1	1	0	50.00%	Not correctable at the student level.  OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
<b>17) Consent Form Signature Prior to Reevaluation</b> §300.300(c)(1)	1	1	0	0	100.00%	Not correctable at the student level.  OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
<b>18) IEP Team Review of Existing Data</b> §300.305	2	2	0	0	100.00%	Provide evidence that existing data was used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student.  OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
<b>19) Variety of Sources Used to Determine Continued Eligibility</b> §300.306(c)	2	2	0	0	100.00%	Provide evidence that multiple and appropriate sources were used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student.  OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
<b>Individual Education Program (IEP)</b>						
<b>20) Parent/Student Invited to IEP Meeting</b> §300.322(a)(1)	2	2	0	0	100.00%	Provide evidence that the parent/student attended the meeting or refused to attend the meeting. If parent/ student was not invited, reconvene IEP meeting with invitation to the parent/student.  OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
<b>21) Parent/Student Notified of Meeting</b> §300.322(a)(1)	2	2	0	0	100.00%	Reconvene IEP team and notify parent early enough to ensure an opportunity to attend.  OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
<b>22) 'Parent' Meets Definition in IDEA Regulations</b> §300.30	2	1	0	1	100.00%	If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent.  OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
<b>23) General Education Teacher Attended IEP Meeting</b> §§300.321(a), 300.321(e)	2	2	0	0	100.00%	Not correctable at the student level.  OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.



<b>24) LEA Designee Attended IEP Meeting</b> §§300.321(a), 300.321(e)	2	2	0	0	100.00%	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>25) PLAAF States Effect of Disability in General Curriculum/ Appropriate Activities</b> §300.320(a)(1)	2	2	0	0	100.00%	<p>Convene an IEP meeting or amend the student's IEP so that it includes a PLAAF that demonstrates how disability affects involvement and progress in general curriculum.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>26) IEP Contains Measurable Annual Goals</b> §300.320(a)(2)(i)	2	2	0	0	100.00%	<p>Convene an IEP meeting or amend the student's IEP so that it includes measurable goals.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>27) IEP Statement of Measurable Annual Related Services Goal(s)</b> §300.320(a)(2)(i)(B)	2	2	0	0	100.00%	<p>Convene an IEP meeting or amend the student's IEP so it includes measurable related services goals.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>28) IEP Team Considered Strategies to Address Behavior</b> §300.324(a)(2)	2	0	0	2	0.00%	<p>Provide evidence that the IEP team considered the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary.</p> <p>If no evidence is available, reconvene the IEP team or amend the IEP to document consideration of the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>29) ESY Determined on Individual Basis</b> §300.106(a)(2)	2	2	0	0	100.00%	<p>Provide evidence that ESY was determined on an individual basis.</p> <p>If no evidence can be provided, the IEP team must convene or amend the IEP to complete the ESY criteria worksheet and determine the appropriate amount of compensatory education if the student requires compensatory education.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>34A) Implementation of Related Services (LEA)</b> §300.323(c)(2)	2	2	0	0	100.00%	<p>Develop a plan that addresses missed related services or specialized instruction hours.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>35) Annual IEP Review</b> §300.324(b)(1)(i)	2	2	0	0	100.00%	<p>Convene the IEP Team to review and renew the student's IEP.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>Least Restrictive Environment (LRE)</b>						
<b>37) Consideration of Harmful Effects</b> §300.116(d)	2	2	0	0	100.00%	<p>Reconvene IEP team or amend IEP to include documentation in the justification section of the IEP that harmful effects were considered by the IEP team.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

<b>38) Supplemental Aids/Services Used Before Removal From Regular Education §300.114(a)(2)(ii)</b>	2	2	0	0	100.00%	<p>Reconvene IEP team or amend IEP to include documentation that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
<b>39) Student Placement Based on IEP §300.116(b)(2)</b>	2	2	0	0	100.00%	<p>Reconvene the IEP Team to determine the student's placement.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

# LEA Onsite Visit: Student Noncompliance

Initial Release Date: 6/3/2015  
 Days Remaining: -47  
 Expected Date of Submission:

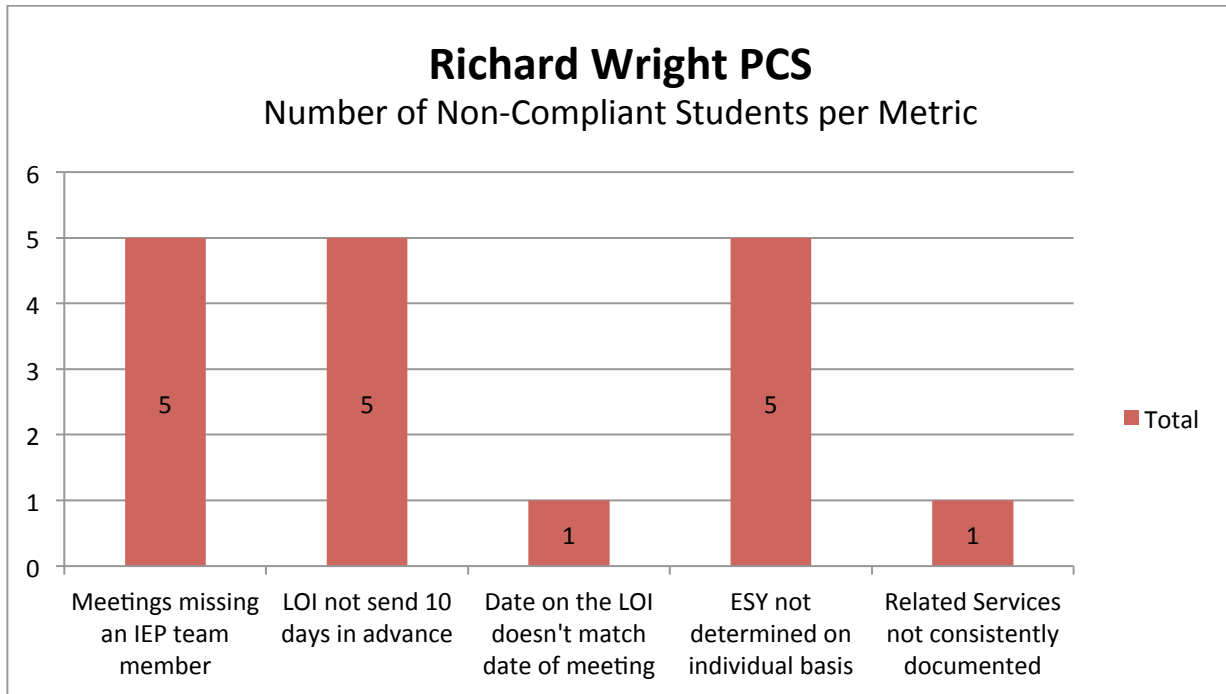
Viewing Data For Richard Wright PCS

Citation Item	Student ID	Student Name	Corrective Action
16) Parent Consent for Reevaluation §300.300(c)(1)	7212964748	Champion, Juwan	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
23) General Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	7212964748	Champion, Juwan	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
24) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e)	7212964748	Champion, Juwan	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
29) ESY Determined on Individual Basis §300.106(a)(2)	7212964748	Champion, Juwan	<p>Provide evidence that ESY was determined on an individual basis.</p> <p>If no evidence can be provided, the IEP team must convene or amend the IEP to complete the ESY criteria worksheet and determine the appropriate amount of compensatory education if the student requires compensatory education.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
37) Consideration of Harmful Effects §300.116(d)	7212964748	Champion, Juwan	<p>Reconvene IEP team or amend IEP to include documentation in the justification section of the IEP that harmful effects were considered by the IEP team.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
29) ESY Determined on Individual Basis §300.106(a)(2)	2478346955	Weddle-Marshall, Adrian	<p>Provide evidence that ESY was determined on an individual basis.</p> <p>If no evidence can be provided, the IEP team must convene or amend the IEP to complete the ESY criteria worksheet and determine the appropriate amount of compensatory education if the student requires compensatory education.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

# Appendix F

**Richard Wright PCS, MSST Desk Audit**  
July 3, 2014

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



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

This metric measures whether the required IEP team members were present at a student’s IEP meeting. Required IEP team members include: the parent, the general education teacher, the special education teacher, the LEA Representative and the Related Service Providers, if applicable. Richard Wright PCS was missing an IEP team member from all 5 of the meetings reviewed. Three meeting did not include the parent. The remaining two meetings did not have an IEP signature page in SEDS, so it is unclear who participated in those meetings.

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

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

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

The third metric examines whether the date on the LOI matches the date the school held the IEP Meeting. This occurs when Dependent Charter Schools reschedule meetings without creating a new LOI. Richard Wright PCS had 1 student with mismatched dates out of the 5 reviewed.

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

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

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

The fifth metric examines whether related services is documented consistently in SEDs based on the dates indicated in the IEP. This metric was a reoccurring issue during the 2012-2013 OSSE Monitoring Review of the Dependent Charter Schools. Only students receiving related services were relevant for this metric. Richard Wright PCS had 1 student missing SEDS related service trackers in SEDS out of their 3 relevant students.