February 15, 2023

Y.K. Karen Leung, Board Chair
Lecester Johnson, Chief Executive Officer
Academy of Hope Adult Public Charter School

Dear School Leaders:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. DC PCSB identified Academy of Hope Adult Public Charter School for a Qualitative Site Review because your school is eligible for its 10-year charter review during school year 2023 – 24.

A Qualitative Site Review team conducted on-site reviews of Academy of Hope Adult Public Charter School from November 7 – 18, 2022. The team observed 75.0% of the campus's core content classes. Observers evaluated classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*. See the team's findings in the enclosed Qualitative Site Review report.

Sincerely,

Rashida Young
Chief School Performance Officer

Qualitative Site Review (QSR) Report

Academy of Hope Adult Public Charter School (Academy of Hope PCS)			
Year Opened	2014 – 15	**Ward(s)**	5, 8
Grades Served	Adult	**General Enrollment**	643[1]
Students with Disabilities Enrollment	0	**English Learners Enrollment**	0
Mission Statement			
Academy of Hope PCS's mission is to provide a high-quality adult basic education in a manner that changes lives and improves our community.			
Observation Window		**In-Seat Attendance Rate on Observation Day(s)**	
11/7/22 through 11/18/22		Visit 1. 11/7/22: 50.5%	
		Visit 2. 11/8/22: 46.5%	
		Visit 3. 11/9/22: 49.4%	
		Visit 4. 11/10/22: 47.6%	
		Visit 5. 11/15/22: 44.6%	
		Visit 6. 11/16/22: 50.3%	
		Visit 7. 11/17/22: 40.8%	

Observation Summary

During the two-week observation window, the QSR team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction at Academy of Hope PCS. The QSR team included four DC PCSB employees and consultants. Observers visited a mix of in-person and virtual classes. DC PCSB observers had challenges accessing virtual classrooms during the observation window. In one instance, an observer joined a virtual

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[1] This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.

classroom with an Academy of Hope PCS instructor, but there no students were present. When asked, the instructor stated they did not expect any students to join the class.

The QSR team rated 90.4% of observations as "distinguished" or "proficient" in the Classroom Environment domain. The highest performing component in this domain was 2d, "Managing Student Behavior," with 100% of observations rated as "distinguished" or "proficient." Across classrooms, student behavior was almost entirely appropriate; any student misbehavior was minor and swiftly handled. Teacher-student interactions were friendly and demonstrated general care and respect. The QSR team rated 68.8% of observations as "distinguished" or "proficient" in the Instruction domain. The highest performing component in this domain was 3a, "Communicating with Students," with 85.0% of observations rated as "proficient." Across observations, teachers clearly stated what students would be learning. In most classes, learning tasks and activities were aligned with the instructional objective.

See below for a breakdown of scores by component:

Domain	Classroom Environment				Instruction			
	2A	2B	2C	2D	3A	3B	3C	3D
Component	Creating an Environment of Respect and Rapport	Establishing a Culture for Learning	Managing Classroom Procedures	Managing Student Behavior	Communicating with Students	Using Questioning and Discussion Techniques	Engaging Students in Learning	Using Assessment in Instruction
Distinguished	23.8%	0%	0%	95.2%	0%	0%	4.8%	0%
Proficient	76.2%	81.0%	80.0%	4.8%	85.0%	63.2%	57.1%	65.0%
Basic	0%	19.0%	20.0%	0%	15.0%	36.8%	38.1%	35.0%
Unsatisfactory	0%	0%	0%	0%	0%	0%	0%	0%
Subdomain Average	3.24	2.81	2.80	3.95	2.85	2.63	2.67	2.65
Domain Average	3.20				2.70			
% Proficient or above	90.4%				68.8%			

(Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.)

CLASSROOM ENVIRONMENT[2]

This table summarizes the school's performance in the <u>Classroom Environment</u> domain during the unannounced visits. The rating categories—"distinguished," "proficient," "basic," and "unsatisfactory"—come from the *Framework for Teaching*.[3] The QSR team scored 90.4% of classrooms as "distinguished" or "proficient" in the <u>Classroom Environment</u> domain.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
2a. Creating an Environment of Respect and Rapport	The QSR team rated **23.8%** of observations as **distinguished** in this component. In the distinguished observations, classroom interactions were highly respectful and demonstrated genuine warmth. In one observation, when a student joined the virtual classroom late, the teacher smiled and said, "Hi, Ms. Student X. How are you, sunshine? We missed you, Ms. Student X!" Teachers demonstrated knowledge and care about individual students' lives beyond the classroom. In one observation, the teacher spoke good-naturedly with a student's job, saying, "You've been there the longest," and, "You have the experience," as the student described work challenges. Students demonstrated respect for the teacher by responding to their questions enthusiastically. They were also highly respectful to each other, helping one another during in-person and virtual classes.
	The QSR team rated **76.2%** of observations as **proficient** in this component. In the proficient observations, teacher-student interactions were friendly and demonstrated general care and respect. In one observation, a student entered class late and apologized to the teacher. The teacher responded by saying, "That's okay; I am just glad you are here." In the proficient observations, talk amongst students was also respectful. In one observation, a classmate assured a peer saying, "It's okay, you are going to understand it soon, I felt the same way before." Across all proficient observations, students exhibited respect for the teacher by following directions and stating in the chat when they were stepping away from the computer.

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[2] The QSR team may observe teachers more than once by different review team members.
[3] For details, see the framework's "Classroom Environment Observation Rubric," available in Appendix I.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	The QSR team rated **none** of the observations as **basic** in this component.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2b. Establishing a Culture for Learning	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **81.0%** of observations as **proficient** in this component. In the proficient observations, teachers demonstrated a high regard for students' abilities. In one observation, students were overwhelmed while solving a math problem. The teacher said, "I know it's a lot of steps, I'll admit it, but if you take it one step at a time, I know that you will all be able to do it." Teachers in the proficient observations also conveyed an expectation of high levels of student effort. In one observation, the teacher said, "It's important that you are with me and asking questions, this is very important." In another classroom, the teacher noted, "[This problem] wasn't the easiest; it took a lot of work for us, and we pushed through. I love how hard you guys work when you come." In yet another observation, when students were taking a pre-assessment the teacher said, "Even if you don't know how to do something, still try so that I can see what your brain is thinking and how I can help you." Another teacher said, "There are a few of you out there who have not participated yet, I want to hear from you."
	The QSR team rated **19.0%** of observations as **basic** in this component. In the basic observations, teachers demonstrated neutral energy for the work and indicated that their primary focus was to complete the task at hand. In one observation, the teacher played a video describing how to solve a problem. The video asked students to read the problem and think about it for 30 seconds. The teacher then paused the video for 15 seconds before resuming the video. Students did not engage with the teacher about what they thought about the problem. In some classes, teachers conveyed high expectations for only some students. A student struggled to solve a problem in front of the class and the teacher asked, "Student X, do you want to finish solving the problem?" The student responded "no," and the teacher asked another student to finish it. The teacher then thanked the student who finished the problem and did not follow up with the other student. Another teacher asked a student to solve a problem, but upon

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	reading the problem aloud, the teacher said, "This is a tough one. Let's come back to it later." A student also asked the teacher for help spelling a word. The teacher replied, "Hmm, let's try this one first. It's easier."
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2c. Managing Classroom Procedures	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **80.0%** of observations as **proficient** in this component. In the proficient observations, classroom routines functioned smoothly. In the virtual observations, students independently muted and unmuted themselves throughout the lesson to participate. Students also quickly and independently navigated all online platforms to complete and submit academic work. Teachers in these observations had a system in place for independent work time. For example, students muted their computer if they were not working directly with the teacher so they would not be distracted by the conversations. When needed, teachers used breakout rooms to help individual students. In the hybrid classrooms, teachers ensured both in-person and virtual students were engaged. They used tools such as screen-sharing, a screen-writer, and Schoology smoothly; they also moved around the room to support the in-person students. Students were productively engaged in independent- and small-group work, as well. Across the proficient observations, teachers maximized instructional time through efficient classroom routines.
	The QSR team rated **20.0%** of observations as **basic** in this component. In the basic observations, classroom routines functioned unevenly. Across these observations, technology challenges hampered the flow of the lesson. For example, only some students had access to materials on Schoology, while others did not. In one class, the teacher did not have an alternate way for students to view materials. As a result, the teacher lost instructional time from re-uploading and assisting individual students with locating the documents. In another observation, at times the teacher was unsure whether students were sharing their screen, detracting from instructional time.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2d. Managing Student Behavior	The QSR team rated **95.2%** of observations as **distinguished** in this component. In the distinguished observations, student behavior was entirely appropriate; any student misbehavior was minor and swiftly handled. For instance, a student checked their phone or quietly chatted with a classmate when the teacher was writing on the board. The teacher then turned around and students were silent and attentive to the teacher's instruction. In other observations, there were no instances of misbehavior, and all students were on task.
	The QSR team rated **4.8%** of observations as **proficient** in this component. In the proficient observation, student behavior was generally appropriate. The teacher responded effectively to a minor instance of misbehavior when the student interrupted them. The teacher said, "Stop it. Just listen." The student immediately complied.
	The QSR team rated **none** of the observations as **basic** in this component.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.

INSTRUCTION

This table summarizes the school's performance in the Instruction domain during the unannounced visits. The rating categories—"distinguished," "proficient," "basic," and "unsatisfactory"—come from the *Framework for Teaching*.[4] The QSR team scored 68.8% of classrooms as "distinguished" or "proficient" in the Instruction domain.

CLASSROOM ENVIRONMENT	SCHOOL WIDE RATING AND EVIDENCE
3a. Communicating with Students	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **85.0%** of observations as **proficient** in this component. In the proficient observations, teachers clearly stated what students would be learning. In one observation, the teacher said, "Today, we will continue our work with proportional relationships and percentages." In another observation, the teacher told students they would work on practice assessments for the CASAS test. In the proficient observations, teachers' content explanations were clear and invited student participation and thinking. In one observation, the teacher had students assist them in solving math problems, asking probing questions along the way. Students were then able to complete independent work with minimal help from the teacher. In the proficient observations, teachers' vocabulary usage was precise and extended student understanding. In one observation, the teacher explained a list of literary elements they would soon study. The teacher related the literary elements to students' interests. In this observation, the teacher connected dramatic irony to "The Brady Bunch," a show the students previously discussed.
	The QSR team rated **15.0%** of observations as **basic** in this component. In the basic observations, teachers' explanation of content consisted primarily of a monologue, with minimal participation and intellectual engagement by students. In one observation, the teacher put ten math problems on the board and then reviewed each problem by going through each step and seeking very little student input. In another observation, the teacher had to clarify the learning tasks before students could complete them. In yet another observation, many students expressed a sentiment such as, "I'm confused because this is

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[4] For details, see the framework's "Instruction Observation Rubric," available in Appendix II.

CLASSROOM ENVIRONMENT	SCHOOL WIDE RATING AND EVIDENCE
	different than what we learned last year." The teacher attempted to re-explain the content, but they merely created more student confusion.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
3b. Using Questioning and Discussion Technique	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **63.2%** of observations as **proficient** in this component. In the proficient observations, teachers used open-ended questions, inviting students to think and offer multiple possible answers. In one observation, the teacher asked, "How did you come to the terms you chose?" and "Did anyone solve in a different way?" Students then explained their thought process in solving equations. In this same observation, many students participated with minimal moderation from the teacher. Students freely muted and unmuted themselves when they wanted to add to discussions. In another observation, when students asked questions, the teacher posed the questions back to the class saying, "Who can explain this to their classmates?" A variety of students participated multiple times. In another observation, the teacher used various discussion techniques to promote student voice. In this observation, the teacher cold-called students and had students use the chat to share their thoughts in instances where participation was lagging. Across all proficient observations, many students actively engaged in class discussions.
	The QSR team rated **36.8%** of observations as **basic** in this component. In the basic observations, teachers asked some questions designed to promote student thinking, but many had a single correct answer. In one observation, the teacher posed questions such as, "What is 6X – 5X?" and "What do I need to do now?" In this same observation, the teacher called on students quickly, minimizing the opportunity for discussion. In another observation, the teacher provided minimal wait time when asking questions, and upon no students unmuting themselves, the teacher immediately answered the questions herself. This occurred multiple times throughout the observation, resulting in limited opportunity for discussion. In yet another observation, many students engaged in the

CLASSROOM ENVIRONMENT	SCHOOL WIDE RATING AND EVIDENCE
	discussion, as the teacher called on all students for steps in solving problems, even those who did not initially volunteer. However, students did not speak directly with one another; all discussion was mediated by the teacher.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
3c. Engaging Students in Learning	The QSR team rated **4.8%** of observations as **distinguished** in this component. In the distinguished observation, the teacher introduced an activity that required complex thinking by students and challenged them to explain their thinking. Students were asked to read a passage and come up with their own title for the passage. Students then had to provide supporting details to justify the title they created for the passage. Following this activity, students identified the main idea of the story and discussed it as a class. During the discussion, students referenced sentences from the passage to justify the main idea they chose. Virtually all students were intellectually engaged in the lesson, offering their ideas and reasoning during the discussion.
	The QSR team rated **57.1%** of observations as **proficient** in this component. In the proficient observations, learning tasks and activities were aligned with the instructional outcome. Most students actively engaged when teachers gave them opportunities to solve a math problem or read a short passage before calling on individual students to share their solution steps or findings. In the proficient observations, teachers appropriately paced the lesson, providing students the time needed to be intellectually engaged. Teachers used a mix of whole-group instruction, individual work time, and small-group work, all of which were suitable to the lesson activities.
	The QSR team rated **38.1%** of observations as **basic** in this component. In the basic observations, only some students were intellectually engaged in the lesson. In one virtual observation, the teacher called on three students who had their video off. The students did not respond despite the teacher's multiple attempts. In the same observation, students had 15 minutes to complete an assignment. At the end of the 15-minute window, only three students completed their work. In another virtual observation,

CLASSROOM ENVIRONMENT	SCHOOL WIDE RATING AND EVIDENCE
	student confusion led to disengagement. As the lesson continued and students became confused, students turned their videos off. In one observation, few of the materials and resources required student thinking or asked students to explain their thinking. In this observation, students practiced using the "process of elimination" strategy on multiple choice questions. However, the multiple-choice questions were low rigor. It was evident that they were too easy for students as they answered the questions quickly.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
3d. Using Assessment in Instruction	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **65.0%** of observations as **proficient** in this component. In the proficient observations, teachers elicited evidence of individual student understanding. In one observation, the teacher cold-called many students throughout the lesson asking content-specific questions. The teacher posed questions such as, "Student X, give me the theme of a text you read before and how that theme was explained throughout the text," and "Student X, give me an example of personification." The teacher then clarified the content and adjusted the lesson when appropriate. In another observation, the teacher provided students with individual feedback based on the multiple-choice question they chose. In this observation, the teacher prompted individual students to go back to specific paragraphs and think about their responses. In some instances, the teacher redirected students to specific sentences within a paragraph.
	The QSR team rated **35.0%** of observations as **basic** in this component. In the basic observations, teachers monitored understanding through a single method. Teachers primarily used global indicators to assess student comprehension such as, "Are we understanding?" and "On a scale of 1 – 10, how do you feel?" Though students demonstrated confusion, teachers did not make lesson modifications. Further, in these observations, there was little evidence students understood how their work would be evaluated. In one observation, students completed an essay, but the teacher did not provide a rubric or otherwise specify the criteria for success.

CLASSROOM ENVIRONMENT	SCHOOL WIDE RATING AND EVIDENCE
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC[5]

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
2b. Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.

[5] Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2c. Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2d. Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
3b. Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c. Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

[6] Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3d. Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.