

**DC**  
**SCHOOL**  
**REFORM**  
**NOW**

A yellow silhouette of a person's head and shoulders, facing right, with the right arm raised high, hand open, palm facing forward. The silhouette is positioned to the right of the main text.

The High Quality Schools Campaign  
2011-2012  
Parent Workbook



Dear Parents,

We are so very glad that you have chosen to ensure your child has the best middle school education possible by participating in the High Quality Schools Campaign. The High Quality Schools Campaign aims to educate parents about the characteristics of a high quality school, principal and teacher through parent-friendly materials, workshops, school tours, out-of-boundary and charter application support, school enrollment support and parent advocacy training. Our hope for you is that by the end of this campaign, your fifth grader will be enrolled in an excellent school and that you and your student will be excited about middle school and beyond.

As the Executive Director of DC School Reform Now, and a parent of two DC public school students, I realize the importance that education plays in everyone's life. Because I want my children to be fully prepared to excel in college, I know the quality of education they are receiving now matters. Not *all* schools offer each child the same quality of education—even though all children deserve a high quality education. As a parent, you are fundamental to your child's success in the future. By knowing how to identify and pursue high quality schools, principals and teachers, you will be able to demand the best for your child. The High Quality Schools Campaign will give you the knowledge and the tools to do just that.

At DC School Reform Now we are educating, organizing and advocating to build support for public education strategies that prepare kids to become college and career ready. We believe that public schools in DC can and should become the best in the nation and every student in DC should have a high quality school, principal and teacher. Though your student is not yet close to graduating from high school and ready to enter college, each year is a step closer to that important crossroads. We want to expose you to and help you navigate the many options that DC provides so that you can make the most informed and best decision for your child. A high quality education means that students leave high school prepared to enter and graduate on time from a college or university without the need for remedial classes. A college education increases a student's options in life and options equal freedom. We believe your child deserves options, freedom and happiness.

Best Wishes,

A handwritten signature in black ink, appearing to read "David Pickens", written on a light-colored background.

David Pickens

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### What makes a school high quality?

- A high quality school is staffed with a high quality principal and high quality teachers.
- A high quality school tests children multiple times per year to diagnose the academic level of each child.
- A high quality school uses different lessons, teaching styles and tests to make sure that each child is growing academically by *at least* one year per school year.
- A high quality school is welcoming of all parents, families and community members and seeks to partner with parents to improve a student's academic achievement.
- A high quality school has a fun, energetic and positive environment, where students are actively participating, but are still respectful of all adults and fellow students.
- A high quality school provides resources for students that need them, whether they be academic supports like a teacher's aide, remedial classes, or a resource room, or social and emotional supports like a counselor, social worker or nurse.

### What makes a principal high quality?

- A high quality principal is the true leader of the school and models the sort of expectations they have of their teachers and students.
- A high quality principal has big goals for their school where students will achieve academically and grow socially and emotionally.
- A high quality principal holds their teachers responsible for increasing students' academic level by *at least* one year per school year.
- A high quality principal is highly available to students, teachers, parents, families and community members and is a good communicator to all parties.
- A high quality principal takes personal responsibility for their teachers and students, making sure everyone has what they need to succeed at all times.
- A high quality principal manages the operations of their school smoothly, always maintaining the safety of the school, the quality of the school calendar, daily schedule and cleanliness of the school facilities.

### What makes a teacher high quality?

- A high quality teacher takes personal responsibility for how much their students achieve academically despite the challenges a student might face outside of school.
- A high quality teacher uses whatever it takes to increase their students' academic level by *at least* one year per school year.
- A high quality teacher manages their classroom confidently and has high expectations for their students' behavior and academic progress.
- A high quality teacher forms strong relationships with their students and the families of their students, knowing these relationships will increase academic growth.
- A high quality teacher is organized and spends time planning daily lessons, unit plans and a long-term plan to guide their teaching—their daily goals and objectives are posted visibly in the classroom and the class is clearly following these plans.
- A high quality teacher never stops growing and continuously seeks ways to improve their ability to increase a students' academic level.

## High Quality Schools

| Question to ask or observe                                                                                                                             | Examples of High Quality                                                                                                                                                                                                                                                                                  | Rate the Quality<br>3 = High Quality<br>2 = Average<br>1 = Low Quality | Examples of Low Quality                                                                                                                                                                                                                                               |
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| <i>EXAMPLE: Do you shop at a good grocery store?</i>                                                                                                   | <ul style="list-style-type: none"> <li>• Grocery store is clean and well-lit</li> <li>• Produce looks and smells fresh</li> <li>• There are several employees walking around asking customers if they need help</li> </ul>                                                                                | 3      2      1                                                        | <ul style="list-style-type: none"> <li>• Grocery store is out of most items</li> <li>• Only 1 of 10 check-out lines are open and serving customers</li> <li>• Many products on the shelves are expired</li> </ul>                                                     |
| <b>School Culture</b>                                                                                                                                  |                                                                                                                                                                                                                                                                                                           |                                                                        |                                                                                                                                                                                                                                                                       |
| 1. Does this school have a warm and welcoming environment that makes all students, families and community members feel welcomed, respected and valued? | <ul style="list-style-type: none"> <li>• Someone greets you warmly when you enter.</li> <li>• There is student work displayed on the walls.</li> <li>• There are student pictures displayed around the school.</li> <li>• All school staff are friendly and make sure you are being helped.</li> </ul>    | 3      2      1                                                        | <ul style="list-style-type: none"> <li>• No one is there to greet you when you enter.</li> <li>• The walls of the school are bare.</li> <li>• The school looks dirty.</li> <li>• School staff is unfriendly.</li> <li>• You find it difficult to get help.</li> </ul> |
| 2. Does this school set goals for their students?                                                                                                      | <ul style="list-style-type: none"> <li>• You see goals posted in classrooms or key areas of the school like the cafeteria or gym.</li> </ul>                                                                                                                                                              | 3      2      1                                                        | <ul style="list-style-type: none"> <li>• You do not see goals posted anywhere in the school.</li> </ul>                                                                                                                                                               |
| 3. Can the principal, teachers and students describe their goals?                                                                                      | <ul style="list-style-type: none"> <li>• If asked what their goals are, a staff member or student might say something like, "to grow 2 years in reading level, 100% of students will get proficient or above on the DC-CAS or for all students to earn 85% proficiency in all math standards."</li> </ul> | 3      2      1                                                        | <ul style="list-style-type: none"> <li>• You ask staff or students what their goals are and they don't know what you're talking about,</li> </ul>                                                                                                                     |

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| <p>4. Does this school teach students that determination and hard work are the keys to success not “natural” intelligence or talents?</p> | <ul style="list-style-type: none"> <li>• There are slogans posted around the school about hard work</li> <li>• When asked, students might say something like “I never used to think I could go to college, but I know I will if I continue to try hard in school.”</li> </ul>                                                         | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• When asked, students might say something like, “It’s okay that I get D’s in math, because I wasn’t born being good at it, but I am good at reading.”</li> </ul>                                                                                                                    |
| <p>5. Does this school remove disruptions and distractions from the school environment?</p>                                               | <ul style="list-style-type: none"> <li>• Students can be seen moving in an orderly fashion in their classrooms and throughout the halls</li> <li>• Students are never seen outside of their classroom without permission</li> </ul>                                                                                                   | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• Students are misbehaving</li> <li>• Students are roaming the halls without permission</li> <li>• Students are loud and out-of-control</li> </ul>                                                                                                                                   |
| <p>6. Does the principal and teachers in this school appear to love learning, teaching and children?</p>                                  | <ul style="list-style-type: none"> <li>• Principals and teachers are seen smiling and happy</li> <li>• Principals and teachers are seen encouraging and praising students</li> <li>• If asked about their job, a teacher might say, “Some days are more difficult than others, but there is no other place I’d rather be.”</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• Principals and teachers seem stressed and unhappy</li> <li>• Principals and teachers are ignoring or disrespecting students</li> <li>• If asked about their job, a teacher might say, “Some kids are just never going to behave and learn, no matter how hard you try.”</li> </ul> |
| <p>7. Does this school reach out to their parents with letters, phone calls and home visits?</p>                                          | <ul style="list-style-type: none"> <li>• This school has a policy about how and when teachers should reach out to parents and families</li> <li>• This school has a staff position that is dedicated to family or community outreach</li> <li>• It is not unusual to see parents in the school</li> </ul>                             | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This school does not make it easy for parents to visit</li> <li>• The school does not require staff or teachers to reach out to parents and families</li> </ul>                                                                                                                    |
| <p>8. Does this school explain their mission and goals for their students when they reach out to families?</p>                            | <ul style="list-style-type: none"> <li>• Staff from the school make it a priority to talk to parents and families about what they hope to accomplish with the students of their school</li> </ul>                                                                                                                                     | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• Staff from the school do not talk about their mission or goals</li> </ul>                                                                                                                                                                                                          |

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| <p>9. Does this school use school wide routines such as a way for students to ask questions, give answers, move between classes and turn in their work?</p>           | <ul style="list-style-type: none"> <li>Students are seen doing the same thing from classroom to classroom—raising their hand when they have a question, walking in an orderly fashion in between classes, following the same schedule daily, not shouting, turning their homework into the same place every day and knowing where to get the day's materials.</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>Students do not always behave well and work in an organized fashion in some classes.</li> <li>Students do not follow consistent routines—they are seen roaming the halls, they shout out without raising their hands, they do not know what to do when they come into a classroom and these behaviors are accepted.</li> </ul> |
| <b>Curriculum &amp; Data</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                          |                        |                                                                                                                                                                                                                                                                                                                                                                       |
| <p>10. Does this school use a rigorous, curriculum based on standards that will fully prepare a student for college and career?</p>                                   | <ul style="list-style-type: none"> <li>This school uses curriculum that puts students on the path to college, students leave each grade fully prepared for the next all the way up from pre-school to college.</li> <li>Students are challenged by the material they're being taught and are often learning material earlier than what is required.</li> </ul>           | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>Students often leave a grade unprepared for the next grade.</li> <li>The school often teaches material that is below grade level.</li> </ul>                                                                                                                                                                                   |
| <p>11. Does this school gather data from students on their academic progress throughout the year?</p>                                                                 | <ul style="list-style-type: none"> <li>This school uses reading, writing and mathematical tests that diagnose which grade levels students are on, such as, Terra Nova, Stanford-10 and IOWA.</li> </ul>                                                                                                                                                                  | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>This school does not give their students diagnostic tests and are unsure what grade level students are on.</li> </ul>                                                                                                                                                                                                          |
| <p>12. Does this school gather data from students on their academic progress throughout the year, using benchmark exams that show mastery on grade level content?</p> | <ul style="list-style-type: none"> <li>Students take multiple benchmark exams in every subject to test their overall progress toward content mastery</li> </ul>                                                                                                                                                                                                          | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>Students are not given benchmark tests throughout the year, instead, students take one big test at the end of the year to test their content mastery</li> </ul>                                                                                                                                                                |

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| <p>13. Does this school use the data they gather on academic progress to make decisions about what to teach, how much time to spend on certain subjects and when to re-teach certain concepts?</p>                                                                    | <ul style="list-style-type: none"> <li>When asked about how they use student data to make instructional decisions, a teacher might say something like “I spent 5 weeks on fractions instead of 2 weeks like I planned because test results showed that students were really struggling to master them.”</li> </ul>                                                                   | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>When asked about how they use student data to make instructional decisions, a teacher might say something like “Even though most of the class failed the test on how to use commas, we had to move on because there is so much material I have to cover.”</li> </ul>                 |
| <p>14. Does this school communicate with families about data and about how their student is progressing academically—whether or not they have mastered content and are on grade level?</p>                                                                            | <ul style="list-style-type: none"> <li>This school has a “data wall” posted somewhere in the school that shows student progress</li> <li>This school has conferences with parents multiple times per year to discuss what grade level their child is on</li> </ul>                                                                                                                   | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>This school does not share data with parents</li> <li>This school only talks to parents about their child’s individual progress if a parent schedules a meeting with them</li> </ul>                                                                                                 |
| <p><b>Operations</b></p>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                      |                        |                                                                                                                                                                                                                                                                                                                             |
| <p>15. Is this school organized in such a way that every minute of the school day is used so that students are mastering academic content, participating in enrichment activities and teachers are getting time to work and participate professional development?</p> | <ul style="list-style-type: none"> <li>Students in this school take at least 90 minutes of both math and English every day</li> <li>This school provides students with enrichment classes such as foreign language, band, choir or art</li> <li>This school provides teachers with a non-interrupted planning period every day</li> </ul>                                            | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>Students in this school often spend as much time in elective classes as core classes</li> <li>This school does not have enrichment offerings such as foreign language, band, choir or art</li> <li>Teachers at this school get planning periods on some days, but not all</li> </ul> |
| <p>16. Does this school organize their school calendar and daily bell schedule in such a way that provides students with an extended day or year for maximum learning time?</p>                                                                                       | <ul style="list-style-type: none"> <li>The school has an “extended day” that runs longer than 7 hours a day</li> <li>This school has an “extended year” where students get extra learning time by having special summer sessions, Saturday school, or year round school</li> <li>This school creates a calendar and daily bell schedule that is changed only if necessary</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>This school is open the minimum hours necessary to comply with law</li> <li>This school creates a calendar and daily bell schedule that is changed frequently</li> </ul>                                                                                                             |

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| <p>17. Does this school provide struggling students with the extra help and supports they need?</p>                | <ul style="list-style-type: none"> <li>• When necessary, students are paired with a teacher's aide</li> <li>• There is a resource room for students who need it</li> <li>• Students who are behind are given extra instructional time outside of regular school hours</li> <li>• Students have extra time to complete assignments when necessary</li> </ul>                | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• There is never more than one teacher in each classroom</li> <li>• Students who need help have nowhere to go</li> <li>• Students who are struggling are expected to perform on the same level as their peers without any extra support</li> </ul>                                        |
| <p>18. Does this school have proper social and emotional supports to help students reach their full potential?</p> | <ul style="list-style-type: none"> <li>• This school has counselors, social workers and nurses that students can see free of charge</li> <li>• This school partners with outside organizations, such as churches, Boys &amp; Girls Club, etc. to provide wrap-around services</li> </ul>                                                                                   | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• There are no outside services provided to students</li> <li>• If a student wants to talk to a counselor, social worker or nurse, a parent must find one outside of school and make an appointment</li> </ul>                                                                            |
| <p>19. Does this school prioritize their budget to support academic goals?</p>                                     | <ul style="list-style-type: none"> <li>• This school would spend money on new books instead of new athletic equipment</li> <li>• This school purchases new technology because they know it will help students learn</li> <li>• This school has current textbooks for every child</li> <li>• This school has a nice library with many books for students to read</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This school would spend money on a new teacher's lounge even though the A/C inside the school building is broken</li> <li>• This school has outdated technology and no or out-dated textbooks</li> <li>• This school does not have a library or has a library with few books</li> </ul> |

## School Visit Checklist

Directions: As you are touring the school, ask yourself the following questions and circle either YES or NO.

EXAMPLE: *Does this school have a mascot?*

YES    NO

- |                                                                                                                             |     |    |
|-----------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1. Does this school have a warm, welcoming and safe environment?                                                            | YES | NO |
| 2. Are the school facilities maintained properly and kept clean?                                                            | YES | NO |
| 3. Do you feel welcomed and respected?                                                                                      | YES | NO |
| 4. Is school staff friendly and helpful?                                                                                    | YES | NO |
| 5. Do the principal and teachers in the building appear to have good relationships with their students and with each other? | YES | NO |
| 6. Do the principal and teachers in the building seem enthusiastic about learning?                                          | YES | NO |
| 7. Do the principal and teachers in the building seem enthusiastic about children?                                          | YES | NO |
| 8. Is there student work displayed in the building?                                                                         | YES | NO |
| 9. Is there data on student achievement displayed in the building?                                                          | YES | NO |
| 10. Are there posters, flyers or banners that promote college displayed in the building?                                    | YES | NO |
| 11. Are the students in the school building on-task and focused on learning?                                                | YES | NO |
| 12. Does it appear that time is used well and not wasted?                                                                   | YES | NO |
| 13. Do the students appear to be respectful to one another and to the adults in the building?                               | YES | NO |
| 14. Do students transition between classes in an orderly way?                                                               | YES | NO |
| 15. Does the school schedule and bell schedule run smoothly?                                                                | YES | NO |
| 16. Do the teachers appear to follow a plan?                                                                                | YES | NO |
| 17. Do the students look engaged and excited to be at school?                                                               | YES | NO |

## High Quality Principals

| Question to ask or observe                                                                                            | Examples of High Quality                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Rate the Quality<br>3 = High Quality<br>2 = Average<br>1 = Low Quality | Examples of Low Quality                                                                                                                                                                                                                                                                                                                          |
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| <i>EXAMPLE: Is this person a good community leader?</i>                                                               | <ul style="list-style-type: none"> <li><i>This person frequently visits my town</i></li> <li><i>This person is honest and has integrity</i></li> <li><i>This person does a lot for my community</i></li> <li><i>I feel like this person fulfills the promises they've made to me as a leader</i></li> </ul>                                                                                                                                                                             | 3    2    1                                                            | <ul style="list-style-type: none"> <li><i>This person is never seen anywhere in our ward</i></li> <li><i>This person acts differently depending on who he/she is talking to</i></li> <li><i>This person has forgotten about my community</i></li> <li><i>This person has never fulfilled the promises they made to me as a leader</i></li> </ul> |
| <b>Principal Beliefs</b>                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |                                                                                                                                                                                                                                                                                                                                                  |
| 1. Does this principal believe he/she is personally responsible for the academic growth of his/her students?          | <ul style="list-style-type: none"> <li>When asked about the academic growth of their students, a principal might say, "Our students did not perform as well as we had hoped on the DC-CAS math test last year, so this year, I made sure to add extra time for math instruction and introduced after-school math tutoring so that students are better prepared this year."</li> </ul>                                                                                                   | 3    2    1                                                            | <ul style="list-style-type: none"> <li>When asked about the academic growth of their students, a principal might say, "I know our reading scores on the DC-CAS last year were not great, but there is only so much we can do when many students are coming to us behind grade level."</li> </ul>                                                 |
| 2. Does this principal believe he/she is personally responsible for the professional development of his/her teachers? | <ul style="list-style-type: none"> <li>When asked about the professional development of their teachers, a principal might say, "Many of our teachers received excellent scores on the teacher evaluation system IMPACT last year, but the scores showed the teachers weren't serving male students as well as they could, so I provided my teachers with several workshops throughout the year on how to improve their instruction from experts in teaching male students. "</li> </ul> | 3    2    1                                                            | <ul style="list-style-type: none"> <li>When asked about the professional development of their teachers, a principal might say, "My teachers always participate in the professional development the system provides them."</li> </ul>                                                                                                             |

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| <p>3. Does this principal have a vision for the school that includes students achieving academically and leaving their school fully prepared for the next grade?</p> | <ul style="list-style-type: none"> <li>• When asked about their vision, a principal might say something very specific, like “I expect all of my scholars to be fully prepared to meet and exceed all of their grade level expectations” or “I want my scholars to learn why education is so important and to commit to giving their all throughout their academic careers.”</li> </ul>               | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• When asked about their vision, a principal might say something very general, like “I want my students to learn, grow and be safe.”</li> </ul>                                                                                                                                                                                 |
| <p>4. Does this principal believe that achievement happens because of hard work and respect for self and others instead of natural intelligence and talent?</p>      | <ul style="list-style-type: none"> <li>• When asked about what makes students achieve, a principal might say, “All of my students have the potential to graduate from high school and college because we have taught them that hard work is the key to success—not where you come from or what you’re born with.”</li> </ul>                                                                         | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• When asked about what makes students achieve, a principal might say, “My students who come from good homes tend to do better in school. I have some really sweet students who try hard, but they are just never going to go to college—we’ll be happy if they just get a good job.”</li> </ul>                                |
| <p>5. Does this principal believe that parents who are engaged in the education of their children will be more successful?</p>                                       | <ul style="list-style-type: none"> <li>• This principal works with school employees to host many events that engage parents—such as conferences, family game nights, family field trips and town hall meetings.</li> <li>• This principal has a team of parents that he/she relies on for help, advice and feedback.</li> </ul>                                                                      | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal only participates in family related events as required by the system, such as Parent-Teacher Conference Day.</li> </ul>                                                                                                                                                                                        |
| <p>6. Does this principal believe he/she is personally responsible for the academic growth of his/her students?</p>                                                  | <ul style="list-style-type: none"> <li>• This principal does not blame students, parents or teachers when test scores show students are behind. Instead, they ask themselves what they could do to improve student achievement.</li> <li>• This principal would be comfortable saying something like, “If my students don’t grow academically this year, then I’m not doing my job well.”</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• If this principal’s students did not grow academically over a year, this principal would blame teachers or parents saying something like, “Well you can’t expect Johnny to do well—his father just died so he’s distracted and he had Mrs. Smith, she is about to retire and doesn’t care about teaching anymore.”</li> </ul> |

**Staff Management**

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| <p>7. Does the principal of this school highly value identifying the best teachers possible, bringing them to work at his/her school and providing the support and development necessary for those teachers to succeed?</p> | <ul style="list-style-type: none"> <li>• This principal describes his/her teachers as his/her greatest asset.</li> <li>• This principal brings the best teachers to work at his/her schools, picking teachers from great universities and excellent teacher preparation programs.</li> <li>• This principal provides training for his/her teachers that goes beyond what the system provides.</li> <li>• This principal begins hiring new teachers in the spring before a new school year.</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal takes whatever teachers he/she can get.</li> <li>• This principal hires in his/her own self interest and not in the best interest of the students or the school.</li> <li>• This principal does not provide additional professional development for his/her teachers.</li> <li>• This principal does not worry about hiring new teachers until the end of the summer.</li> </ul> |
| <p>8. Does this principal have strong and respectful relationships with his/her teachers?</p>                                                                                                                               | <ul style="list-style-type: none"> <li>• This principal can be seen positively interacting with teachers frequently.</li> <li>• This principal can be seen having important conversations with them.</li> </ul>                                                                                                                                                                                                                                                                                       | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal spends most of the time in his/her office and does not interact with teachers unless he/she has to.</li> </ul>                                                                                                                                                                                                                                                                   |
| <p>9. Does this principal have high expectations for his/her teachers and expect his/her teachers to move their children forward by a minimum of one grade level?</p>                                                       | <ul style="list-style-type: none"> <li>• This principal looks at the data from benchmark and end of year assessments to see which teachers are moving their students forward.</li> <li>• This principal works with teachers who are not pushing their students forward by problem solving to make sure that their students will move forward by at least one grade level.</li> </ul>                                                                                                                  | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal does not look at data throughout the year and only looks at end of the year data as a school, not examining the data from individual teachers.</li> </ul>                                                                                                                                                                                                                        |

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| <p>10. Does this principal evaluate his/her teachers to make sure his/her teachers are moving their students forward academically?</p>                                        | <ul style="list-style-type: none"> <li>• This principal personally observes his/her teachers beyond the minimum amount required.</li> <li>• This principal always shares strengths, areas for growth and other feedback with his/her teachers.</li> <li>• This principal enjoys working with teachers to make sure students are growing and does not see observations or evaluations as a burden.</li> </ul>                                                                                                                                                                   | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal observes his/her teachers the minimum amount required.</li> <li>• This principal provides little to no feedback to teachers—neither positive nor negative.</li> <li>• This principal considers observing and evaluating teachers a burden and considers it a teacher's job to make sure students are moving forward academically.</li> </ul>                                                                                                                                  |
| <p>11. Does the principal expect teachers to engage with parents?</p>                                                                                                         | <ul style="list-style-type: none"> <li>• This principal sets goals for the number of times teachers engage with parents whether it be during home visits, while parents are at school events, on the phone or with emails or letters home.</li> <li>• This principal encourages teachers to share individual student progress with parents.</li> </ul>                                                                                                                                                                                                                         | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal expects teachers to engage with parents only during the mandated Parent-Teacher Conference or to call home when a student is misbehaving.</li> </ul>                                                                                                                                                                                                                                                                                                                          |
| <p>12. Does the principal at this school surround his/herself with administrative leadership and staff that is competent and committed to the school's mission and goals?</p> | <ul style="list-style-type: none"> <li>• This principal selects his/her administrative and school staff with great care.</li> <li>• This principal ensures that his/her administrative and school staff believe in the same goals that he/she does and wants more than anything for students to achieve academically.</li> <li>• This principal wants their administrative and school staff to challenge them and make them better.</li> <li>• This principal wants their administrative and school staff to have the opportunity to shine and grow professionally.</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal takes whatever administrative and school staff he/she is given.</li> <li>• This principal does not put much time into the hiring process of his/her administrative and school staff.</li> <li>• This principal does not believe his/her administrative and school staff is talented or competent.</li> <li>• This principal does not want their administrative or school staff to challenge them and feels threatened by the knowledge and skills their staff has.</li> </ul> |

### School Leadership

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| <p>13. Is this principal honest and realistic about the quality of his/her school?</p>         | <ul style="list-style-type: none"> <li>• This principal knows when there is a problem at his/her school and does not shy away from tackling the problem.</li> <li>• When the school is doing something well, this principal takes a great deal of pride in his/her school.</li> <li>• This principal knows that not everything with his/her school is perfect but is honest about what needs to improve and works to make that happen.</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal thinks his/her school is fine as it is and denies having any major issues.</li> <li>• This principal does not have much pride in his/her school.</li> <li>• This principal is resistant to criticism and feedback and does not want to make suggested changes or improvements.</li> </ul> |
| <p>14. Is the principal aware of whether his/her students are growing academically?</p>        | <ul style="list-style-type: none"> <li>• This principal is always aware of where his/her students are at academically because they are constantly talking with teachers about student progress.</li> <li>• This principal looks at student work and student data whenever available to gauge his/her students' growth.</li> </ul>                                                                                                                 | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal trusts that students are moving forward academically and does not seek proof of that.</li> <li>• This principal waits until data about their students comes out from DC-CAS or End-Of-Course Exams.</li> </ul>                                                                            |
| <p>15. Does the principal have high expectations for the behavior of his/her students?</p>     | <ul style="list-style-type: none"> <li>• No child would dare misbehave in front of this principal, because they know this principal has high expectations for their behavior.</li> </ul>                                                                                                                                                                                                                                                          | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• Children can be seen misbehaving in front of the principal because they know they will not get into trouble because the principal won't correct them.</li> </ul>                                                                                                                                         |
| <p>16. Does the principal enforce rules and consequences and maintain order in the school?</p> | <ul style="list-style-type: none"> <li>• This principal can be seen in the hallways or in classrooms of their school reminding students what proper behavior is, praising the students who are behaving well and correcting students who are not.</li> </ul>                                                                                                                                                                                      | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal is not seen in the hallways or classrooms.</li> <li>• When faced with a student misbehaving, this principal does not confront the student.</li> </ul>                                                                                                                                     |
| <p>17. Is this principal accessible to parents, families and community members?</p>            | <ul style="list-style-type: none"> <li>• When a parent, caregiver or community members calls, writes or comes to the school to talk with the principal, this principal makes his/herself available or immediately follows-up with the person they were unable to meet with.</li> </ul>                                                                                                                                                            | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• When a parent, caregiver or community members calls, writes or comes to the school to talk with the principal, this principal is never available and despite leaving messages or notes, the principal never follows up.</li> </ul>                                                                       |

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| <p>18. Does the principal initiate honest conversations with staff, students and parents no matter how challenging they might be?</p>     | <ul style="list-style-type: none"> <li>• When a problem arises, this principal will confront the situation and initiate a conversation with those involved.</li> <li>• This principal is not afraid to make people uncomfortable or upset if it means that a challenging situation will become better for a child.</li> </ul>                                  | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal does not confront problems or have conversations about problems unless directly addressed by someone else.</li> <li>• This principal does not want to make anyone unhappy, and will do whatever it takes to keep their popularity among adults.</li> </ul>                     |
| <p>19. Does the principal understand and appreciate the diversity and individuality of the students and teachers in his/her building?</p> | <ul style="list-style-type: none"> <li>• This principal knows that students and adults are different in many ways—gender, ethnicity, age, religion, background, etc. but they treat all people with respect and curiosity about each person’s differences.</li> </ul>                                                                                          | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This principal only associates with teachers and students who are similar to them.</li> <li>• This principal seems uncomfortable being in groups they don’t relate to.</li> <li>• This principal does not appreciate or value the knowledge and experience different people bring.</li> </ul> |
| <p>20. Is the principal a good listener?</p>                                                                                              | <ul style="list-style-type: none"> <li>• When talking to this principal, you really get the sense that they are listening and fully understanding what you are talking to them about.</li> <li>• When listening, this principal frequently nods, makes eye contact and asks questions or provides comments about what you’re talking to them about.</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• When talking to this principal, you feel like they are distracted, thinking about something else and not truly listening to you.</li> <li>• When listening, this principal is looking elsewhere and doesn’t respond or ask you any questions.</li> </ul>                                      |
| <p>21. Is the principal a good communicator?</p>                                                                                          | <ul style="list-style-type: none"> <li>• When this principal talks to you, you really understand what they are saying and leave feeling confident that you got their message.</li> </ul>                                                                                                                                                                       | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• When this principal talks to you, you are not sure what point they are trying to make and you leave the conversation confused about what to do.</li> </ul>                                                                                                                                    |

## Principal Interview Checklist

Directions: As you are talking with the principal, ask the following questions, write down their responses and then as you think about their responses, write down your reactions and reflections.

| Question to Ask                                                                                                                                                                | Principal Response                                                                                                                                                                                                | Your Reactions                                                                                                    |
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| <i>EXAMPLE: What is your school's history?</i>                                                                                                                                 | <ul style="list-style-type: none"> <li>• <i>We were founded in 2003</i></li> <li>• <i>Started with 200 6<sup>th</sup> and 7<sup>th</sup> graders</i></li> <li>• <i>Expanded by one grade each year</i></li> </ul> | <i>Interesting. I thought they had been around longer. They have really grown a lot—that must be a good sign.</i> |
| What is your history with this school?                                                                                                                                         |                                                                                                                                                                                                                   |                                                                                                                   |
| What vision do you have for your school and students?                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                   |
| Are at least 55% of your students proficient in both reading and math? Why or why not?                                                                                         |                                                                                                                                                                                                                   |                                                                                                                   |
| Do you believe you are personally responsible for the academic growth of your students? Why or why not?                                                                        |                                                                                                                                                                                                                   |                                                                                                                   |
| What are your academic expectations of your students?                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                   |
| What do you believe causes student achievement—hard work or natural intelligence?                                                                                              |                                                                                                                                                                                                                   |                                                                                                                   |
| How do you keep track of how your students are doing academically throughout the year?                                                                                         |                                                                                                                                                                                                                   |                                                                                                                   |
| What are your behavioral expectations for your students?                                                                                                                       |                                                                                                                                                                                                                   |                                                                                                                   |
| How do you enforce rules?                                                                                                                                                      |                                                                                                                                                                                                                   |                                                                                                                   |
| How do you reward good behavior?                                                                                                                                               |                                                                                                                                                                                                                   |                                                                                                                   |
| Do you believe you are personally responsible for the professional development of your teachers? If so, what sort of professional development do you provide? If not, why not? |                                                                                                                                                                                                                   |                                                                                                                   |
| If you have a teacher vacancy, how would you recruit and hire the teacher to fill the vacancy?                                                                                 |                                                                                                                                                                                                                   |                                                                                                                   |
| How do you evaluate your teachers and hold them accountable for student growth?                                                                                                |                                                                                                                                                                                                                   |                                                                                                                   |
| How do you engage parents in their child's education and in the school?                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                   |
| How often and in what manner are you available to talk to parents?                                                                                                             |                                                                                                                                                                                                                   |                                                                                                                   |

## High Quality Teachers

| Question to ask or observe                                                                   | Examples of High Quality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Rate the Quality<br>3 = High Quality<br>2 = Average<br>1 = Low Quality | Examples of Low Quality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <i>EXAMPLE: Is this person a good doctor?</i>                                                | <ul style="list-style-type: none"> <li>• <i>This doctor gives me his/her full attention when I visit them.</i></li> <li>• <i>This doctor is thorough and makes me feel that I am listened to.</i></li> <li>• <i>This doctor is well educated and has all the necessary credentials.</i></li> <li>• <i>This doctor came highly recommended from family members and friends.</i></li> <li>• <i>I trust this doctor and believe she/he will do all that she/he can to help me.</i></li> <li>• <i>Every time I have had an illness, this doctor has pursued a course of action until I was better.</i></li> <li>• <i>This doctor sets the standard for the office and ensures that it runs smoothly and is clean and welcoming.</i></li> </ul> | 3      2      1                                                        | <ul style="list-style-type: none"> <li>• <i>This doctor does not give me his/her full attention and seems distracted when I visit.</i></li> <li>• <i>This doctor does not make me feel like I am listened to.</i></li> <li>• <i>This doctor does not keep up with the latest medical knowledge and methods.</i></li> <li>• <i>This doctor is not recommended.</i></li> <li>• <i>I do not trust this doctor because I don't feel like he/she will do all the he/she can to help me.</i></li> <li>• <i>I have unresolved medial issues that this doctor has not fixed.</i></li> <li>• <i>This doctor does not set a good tone in the office and staff seem unhappy.</i></li> </ul> |
| <b>Beliefs</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1. Does this teacher take personal responsibility for the academic growth of their students? | <ul style="list-style-type: none"> <li>• This teacher believes that how much his/her students are learning and achieving is a direct reflection of how well he/she is teaching.</li> <li>• This teacher would be comfortable saying something like, "When the majority of my students were failing their test on long division, I knew I wasn't doing something right. I kept re-working my lessons on long division and saw that as I tried some new strategies, my students began to improve."</li> </ul>                                                                                                                                                                                                                                | 3      2      1                                                        | <ul style="list-style-type: none"> <li>• This teacher believes that how much his/her students are learning is mostly due to circumstances outside of school and how and what he/she teaches his/her students is less important than the neighborhoods and families these students are coming from.</li> <li>• This teacher might say something like, "Some of my students are doing really well because they are easy to teach. The ones who aren't doing well aren't doing well because they don't want to do well."</li> </ul>                                                                                                                                                 |

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| <p>2. Does this teacher believe that their students will grow academically despite what challenging situations they may face outside of school?</p> | <ul style="list-style-type: none"> <li>This teacher believes that the family and/or neighborhood a child might come from does not dictate their intelligence or ability to achieve.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>This teacher believes that some children have the ability to achieve academically but because of challenges like poverty or single-family homes, these children will probably never reach their full potential.</li> </ul>                                                                                                                                                                                                                                                                                                             |
| <p>3. Does this teacher believe that a quality education can change a person's life path?</p>                                                       | <ul style="list-style-type: none"> <li>This teacher believes that the quality of education that students are receiving will directly impact how far those students will go in life. Knowing this, this teacher provides their students with the highest quality education, believing it will push their students toward college and excellent careers.</li> <li>This teacher might say something like, "You may not have been born in a neighborhood with a lot of opportunities, but if you keep learning and working hard, you will go to college and have many job options and the life you always dreamed of."</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>This teacher believes that no matter what sort of education certain children receive; they will still turn out a certain way.</li> <li>This teacher believes that the sort of family and neighborhood a child comes from is a bigger predictor of their future life path than the quality of education that child receives.</li> <li>This teacher might say something like, "Susie was always going to do well in life, but even if you put Paula in the finest schools in the city, she'll never turn out to be anything."</li> </ul> |
| <p>4. Does this teacher recognize and celebrate the diversity and individuality of his/her students?</p>                                            | <ul style="list-style-type: none"> <li>This teacher realizes that all of the differences in ethnicity, gender and beliefs will strengthen his/her classroom and help the students to learn from one another.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>This teacher feels uncomfortable with students different from his/herself.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>5. Does this teacher believe that collaborating with the families of their students makes a difference in their student's achievement?</p>       | <ul style="list-style-type: none"> <li>This teacher knows the value that partnering with families provides his/her students, and you can tell because he/she is always reaching out to families with phone calls, emails, letters home and home visits.</li> </ul>                                                                                                                                                                                                                                                                                                                                                            | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>This teacher believes that certain parents will be involved in their child's education and that other parents will never be involved no matter what efforts he/she makes, so he/she doesn't try.</li> </ul>                                                                                                                                                                                                                                                                                                                            |

Practices

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| <p>6. Does this teacher have a vision for his/her classroom?</p>                                                  | <ul style="list-style-type: none"> <li>• If asked about their vision, this teacher could go on for hours about what he/she wants for his/her students and how what he/she does in the classroom will push his/her students to achieve that vision.</li> </ul>                                                                                                                                                                                                                  | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher doesn't believe that the experience a child has in his/her classroom could be life changing. Instead, this teacher believes that school is just another part of life.</li> </ul>                                                                                                                                                     |
| <p>7. Can this teacher describe the goals they've set for their students and why they chose those goals?</p>      | <ul style="list-style-type: none"> <li>• If asked about goals, this teacher would be able to tell you 1-5 specific goals that they have for their students to achieve by the end of the year.</li> <li>• This teacher could explain why the goals he/she chose for his/her students are important for his/her students.</li> </ul>                                                                                                                                             | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• If asked about goals, this teacher would say something general like, "I want my kids to learn a lot this year and do well on the end-of-year test."</li> <li>• This teacher could not explain why the goals he/she chose are important or strategic.</li> </ul>                                                                                   |
| <p>8. Is this teacher's classroom fun, positive, interesting and look like a place where students want to be?</p> | <ul style="list-style-type: none"> <li>• This teacher's classroom has student work covering the walls.</li> <li>• This teacher's classroom is full of objects and pictures students would find interesting.</li> <li>• This teacher's classroom is lively.</li> </ul>                                                                                                                                                                                                          | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher's classroom is bare.</li> <li>• This teacher's classroom is empty and does not feel welcoming.</li> <li>• This teacher's classroom is boring.</li> </ul>                                                                                                                                                                             |
| <p>9. Does this teacher believe that quality professional development makes them a better teacher?</p>            | <ul style="list-style-type: none"> <li>• This teacher is constantly seeking ways to improve.</li> <li>• This teacher attends many in-person and online professional development opportunities so that he/she can learn from experts in the field.</li> <li>• This teacher is not afraid to ask other teachers or administrators for help and advice.</li> <li>• This teacher immediately applies what he/she learned in professional development to their teaching.</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher believes that professional development is a waste of their time.</li> <li>• This teacher believes that there aren't many "new" things he/she could learn.</li> <li>• This teacher is defensive when receiving feedback of any kind.</li> <li>• This teacher does not use what he/she learned in professional development.</li> </ul> |

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| <p>10. Does this teacher keep accurate records about the progress his/her students are making?</p>                                                     | <ul style="list-style-type: none"> <li>• This teacher has a system for keeping records on his/her students that might include an online database or physical file folders he/she keeps in his/her classroom.</li> <li>• Because this teacher keeps accurate records about the progress his/her students are making, he/she can tell administrators, parents and students how they are doing in his/her class at anytime.</li> </ul>                            | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher does not have a system for keeping records on his/her students. Instead, some things are graded and put in different areas and some things are never graded or are lost.</li> <li>• This teacher cannot answer questions about how his/her students are doing if asked by an administrator, parent or student.</li> </ul> |
| <p>11. Does this teacher share information with his/her students and their families about their progress toward their academic goals for the year?</p> | <ul style="list-style-type: none"> <li>• This teacher has a routine to keep students and their families aware of their progress, such as weekly one-on-one conferences with students and weekly written reports home to parents.</li> </ul>                                                                                                                                                                                                                    | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher does not have a routine to keep students and their families aware of their progress and students and families are often confused about how students are doing because the teacher doesn't regularly communicate with them.</li> </ul>                                                                                     |
| <p>12. Is this teacher organized?</p>                                                                                                                  | <ul style="list-style-type: none"> <li>• This teacher's classroom is neat. Everything has a specific place and is labeled and color-coded to help his/herself and his/her students.</li> <li>• This teacher rarely loses anything he/she is given.</li> </ul>                                                                                                                                                                                                  | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher's classroom is messy and things are scattered and unorganized.</li> <li>• This teacher often loses important information like student work or information from administrators or parents.</li> </ul>                                                                                                                      |
| <b>Planning</b>                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                        |                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>13. Does this teacher create daily lesson plans, unit plans and a long-term plan?</p>                                                               | <ul style="list-style-type: none"> <li>• If asked how this teacher knows what and when to teach students, this teacher would say that he/she organizes his/her lessons with a long-term plan that covers the whole school year, unit plans that cover major topics and daily lesson plans to guide each day's activities.</li> <li>• If asked, this teacher would be able to show you his/her daily lesson plans, unit plans and/or long-term plan.</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• If asked how this teacher knows what and when to teach students, this teacher would say that he/she follows the textbook.</li> <li>• If asked, this teacher would be able to show you a lesson plan or two—but they might not be for that day or content.</li> </ul>                                                                   |

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|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>14. Does this teacher have daily objectives planned for his/her students and are they displayed somewhere in the classroom?</p> | <ul style="list-style-type: none"> <li>When you walk into this teacher's classroom, there is a list of that day's objectives posted somewhere in the room, such as a white board, chalk board or projected on a projection screen. The teacher is clearly following these objectives.</li> </ul>                                                                                                                                                    | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>When you walk into this teacher's classroom, there are never objectives posted or if there are they might be outdated and not frequently updated or followed.</li> </ul>                                                                                                                                                                               |
| <p>15. Does this teacher begin each lesson with something that will grab his/her students' attention?</p>                          | <ul style="list-style-type: none"> <li>If you were to watch the beginning of this teacher's lesson, they might start by showing a photo, film, playing music, telling a story or asking a provocative question related to the lesson's content to grab his/her student's attention and focus them on the lesson.</li> </ul>                                                                                                                         | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>If you were to watch the beginning of this teacher's lesson, they would simply start by going directly into lecture, note-taking or having students copy down vocabulary words.</li> </ul>                                                                                                                                                             |
| <p>16. Does this teacher create a daily agenda for his/her students and is it displayed somewhere in the classroom?</p>            | <ul style="list-style-type: none"> <li>When you walk into this teacher's classroom, there is a numbered list of what the class will be doing that day somewhere in the room, such as a white board, chalk board or projected on a projection screen.</li> </ul>                                                                                                                                                                                     | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>When you walk into this teacher's classroom, there is never an agenda posted or if there is, it is outdated and rarely updated or followed.</li> </ul>                                                                                                                                                                                                 |
| <p>17. Does this teacher ask his/her students tough questions that cause them to think critically?</p>                             | <ul style="list-style-type: none"> <li>If you watch this teacher give a lesson, you will observe that they make the students do the hard work of coming up with answers to tough questions instead of giving them the answers.</li> <li>This teacher will push a student who says "I don't know" by asking the question in a different way.</li> <li>This teacher asks students follow-up questions after a student has given an answer.</li> </ul> | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>This teacher does not ask difficult questions and usually provides the answer if no students can answer the question.</li> <li>This teacher usually only calls on students who raise their hands.</li> <li>This teacher moves to the next student when someone says "I don't know."</li> <li>This teacher does not ask follow-up questions.</li> </ul> |
| <p>18. Does this teacher use content in his/her lessons that students would find interesting and relatable to real life?</p>       | <ul style="list-style-type: none"> <li>This teacher uses examples that refer to pop culture—such as the music, movies and TV shows that their students are exposed to.</li> <li>This teacher uses examples that relate to the people and community that their students are a part of.</li> </ul>                                                                                                                                                    | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>This teacher uses the same examples year after year.</li> <li>This teacher is not interested in being in touch with what his/her students enjoy and experience.</li> </ul>                                                                                                                                                                             |

|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>19. Does this teacher allow time in his/her lessons to check if students understand the material?</p>                    | <ul style="list-style-type: none"> <li>• Whenever giving a lesson, this teacher frequently stops to ask students if they have any questions.</li> <li>• Whenever giving a lesson, this teacher frequently stops and asks students questions that will show whether or not they understand the material.</li> <li>• This teacher often gives homework and/or ends each class with some sort of quiz or activity that will demonstrate whether the students understood what they learned that day.</li> </ul> | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>• Whenever giving a lesson, this teacher does not stop to ask students if they have any questions. If a student asks a question, they might say something like “we have to move on.”</li> <li>• This teacher rarely gives homework and does not provide an activity when class is over to see if students understood what they learned that day.</li> </ul> |
| <p>20. Does this teacher use multiple teaching methods to help students with different learning styles?</p>                 | <ul style="list-style-type: none"> <li>• This teacher uses multiple methods and activities such as individual work, group work, competitive activities, visual activities, hands-on activities, etc.</li> <li>• Whenever you visit this teacher’s classroom, there is something new and different happening every day.</li> </ul>                                                                                                                                                                           | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>• This teacher only allows students to work one way—either individually or in groups.</li> <li>• This teacher prefers one teaching method, and does not add creativity or variety to their classroom.</li> </ul>                                                                                                                                            |
| <b>Classroom Leadership</b>                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>21. Does this teacher have committed, personal, caring and respectful relationships with their students?</p>             | <ul style="list-style-type: none"> <li>• This teacher can be seen interacting with students in a positive way and can be heard praising his/her students and encouraging them and their talents.</li> <li>• This teacher values the time he/she has with his/her students and puts their needs above everything else while in the classroom.</li> </ul>                                                                                                                                                     | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>• This teacher does not recognize or appreciate the individual personalities within his/her classroom.</li> <li>• This teacher does not seek to spend any more time with student than he/she has to.</li> <li>• This teacher can be seen and heard disparaging or disrespecting his/her students.</li> </ul>                                                |
| <p>22. Does this teacher manage their classroom with confidence and not allow disruptions, distractions or misbehavior?</p> | <ul style="list-style-type: none"> <li>• This teacher has firm control over his/her classroom and students do not misbehave.</li> <li>• All students in this classroom are on task.</li> </ul>                                                                                                                                                                                                                                                                                                              | <p>3    2    1</p> | <ul style="list-style-type: none"> <li>• The students have control over the classroom not this teacher, and this teacher is reacting to students not leading them.</li> <li>• Students are frequently seen misbehaving in this teacher’s classroom.</li> </ul>                                                                                                                                     |

|                                                                           |                                                                                                                                                                                                                                                                      |                        |                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>23. Does this teacher have high expectations for his/her students?</p> | <ul style="list-style-type: none"> <li>• This teacher demands excellence from all of his/her students despite where they come from or what struggles they might have.</li> <li>• This teacher does not accept excuses and expects the same from everyone.</li> </ul> | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher believes that only some students will behave or do well academically and that others won't or aren't capable.</li> </ul>                                                                                                                                                                      |
| <p>24. Does this teacher enforce consequences for misbehavior?</p>        | <ul style="list-style-type: none"> <li>• This teacher has a system in place for students who misbehave. The system starts with a warning and gradually moves up in severity if a child does not improve their behavior.</li> </ul>                                   | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher allows his/her students to run over him/her and students do not get into trouble for their behavior.</li> <li>• This teacher might enforce consequences sometimes and then other times not.</li> </ul>                                                                                        |
| <p>25. Does this teacher reward good behavior?</p>                        | <ul style="list-style-type: none"> <li>• This teacher has a system in place for rewarding good behavior that starts with verbal praise and can include earning prizes such as candy or homework passes.</li> </ul>                                                   | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher does not think students should earn anything for good behavior.</li> <li>• This teacher rarely praises their students.</li> </ul>                                                                                                                                                             |
| <p>26. Does this teacher use class time effectively?</p>                  | <ul style="list-style-type: none"> <li>• This teacher has his/her students working from bell to bell in order to get the most out of class time.</li> </ul>                                                                                                          | <p>3      2      1</p> | <ul style="list-style-type: none"> <li>• This teacher does not work from bell to bell and allows students to have lots of "free time."</li> <li>• This teacher is often seen sitting at his/her desk or at his/her computer and not interacting with students.</li> <li>• This teacher often shows unrelated movies instead of teaching.</li> </ul> |

## Teacher & Classroom Observation Checklist

Directions: As you are observing a teacher teaching in a classroom, ask yourself the following questions and circle either YES or NO.

EXAMPLE: *Is this teacher hard to hear?*

YES  NO

- |                                                                                                                      |     |    |
|----------------------------------------------------------------------------------------------------------------------|-----|----|
| 1. Does this teacher create a welcoming, positive and interesting environment in his/her classroom?                  | YES | NO |
| 2. Does this teacher seem to take personal responsibility for his/her students?                                      | YES | NO |
| 3. Does this teacher appear to have high expectations of his/her students?                                           | YES | NO |
| 4. Does this teacher manage their classroom in such a way that there is little to no misbehavior?                    | YES | NO |
| 5. Does this teacher correct misbehavior from students and enforce consequences if misbehavior happens?              | YES | NO |
| 6. Does this teacher praise his/her students when they do well?                                                      | YES | NO |
| 7. Does this teacher talk about goals with his/her students?                                                         | YES | NO |
| 8. Does this teacher encourage his/her students and lead them to believe in themselves?                              | YES | NO |
| 9. Does this teacher have an agenda and objectives for the day posted in his/her classroom?                          | YES | NO |
| 10. Does this teacher appear to be following a plan?                                                                 | YES | NO |
| 11. Does this teacher appear to be organized?                                                                        | YES | NO |
| 12. Does this teacher seem to be taking the time to check whether the students understand what they're being taught? | YES | NO |
| 13. Does this teacher ask challenging questions and push the students to discover the answers on their own?          | YES | NO |
| 14. Does this teacher waste time in class?                                                                           | YES | NO |
| 15. Does this teacher find a way to relate what he/she is teaching to real life?                                     | YES | NO |
| 16. Does this teacher use examples that are interesting and relevant to his/her students?                            | YES | NO |
| 17. Does this teacher use multiple creative tactics when teaching?                                                   | YES | NO |

## Upcoming Events & Calendars

### **January 31st – February 17<sup>th</sup>: School Tours**

Parents conduct tours to various DCPS and PCS schools citywide to determine if they meet the standard of a high quality school.

### **February 20<sup>th</sup> – 24<sup>th</sup>: Application Completion Workshops**

Parents meet to discuss what they've seen and analyze which schools they'd like to apply to during the out of boundary and charter school application periods Jan. 30<sup>th</sup> – February 27<sup>th</sup>. Parents can apply to up to 6 DCPS schools and at least 6 charters. Applications are submitted online and via paper applications.

### **March 26<sup>th</sup> - 30<sup>th</sup>: Enrollment Completion**

Parents will attend a workshop to finalize their decision and complete their enrollment packets then discuss preparing their child for middle school and what it will take to advocate for high quality options for all children.

| <b>January 2012</b> |                                     |                                              |                                                              |                                              |                                              |                                                  |
|---------------------|-------------------------------------|----------------------------------------------|--------------------------------------------------------------|----------------------------------------------|----------------------------------------------|--------------------------------------------------|
| <b>Sunday</b>       | <b>Monday</b>                       | <b>Tuesday</b>                               | <b>Wednesday</b>                                             | <b>Thursday</b>                              | <b>Friday</b>                                | <b>Saturday</b>                                  |
| 1                   | 2                                   | 3                                            | 4                                                            | 5                                            | 6                                            | 7                                                |
| 8                   | 9<br>Stanton: Workshop #1:<br>5-6pm | 10<br>Simon: Workshop #1:<br>5-6:30pm        | 11<br>ATA:Workshop #1:<br>HQ Schools 4-5pm<br>CW Harris 6-7p | 12<br>DC Bilingual: Workshop<br>1<br>6-7pm   | 13                                           | 14                                               |
| 15                  | 16                                  | 17                                           | 18<br>ATA Middle Schools Fair<br>5:30 – 6:30pm               | 19                                           | 20                                           | 21<br>DCPS Middle<br>School Fair @ CHEC<br>11-2p |
| 22                  | 23                                  | 24<br><b><u>School Tours</u></b><br>8a – 3pm | 25                                                           | 26<br><b><u>School Tours</u></b><br>8a – 3pm | 27<br><b><u>School Tours</u></b><br>8a – 3pm | 28                                               |

## February 2012

| Sunday | Monday                                                           | Tuesday                                                         | Wednesday                                                               | Thursday                                                        | Friday | Saturday                                                                   |
|--------|------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------|--------|----------------------------------------------------------------------------|
| 29     | 30 <b>Out of Boundary</b><br>Application period<br><b>BEGINS</b> | 31<br><b><u>School Tours</u></b><br>8a – 3pm                    | 1<br><b><u>School Tours</u></b><br>8a – 3pm                             | 2                                                               | 3      | 4                                                                          |
| 5      | 6                                                                | 7                                                               | 8<br>Workshop #2: ATA<br>Application Completion<br>12p – 3p and 4p – 6p | 9                                                               | 10     | 11                                                                         |
| 12     | 13                                                               | 14<br><b><u>School Tours</u></b><br>8a – 3pm                    | 15<br><b><u>School Tours</u></b><br>8a – 3pm                            | 16                                                              | 17     | 18                                                                         |
| 19     | 20<br>President's Day                                            | 21<br>Workshop #2:<br>Application Completion<br>@ Home Schools. | 22<br>Workshop #2:<br>Application Completion<br>@ Home Schools          | 23<br>Workshop #2:<br>Application Completion<br>@ Home Schools. | 24     | 25<br><b>Howard U Middle School</b><br><b>Open House</b><br><b>1p – 2p</b> |
| 26     | 27<br><b>Out of Boundary Deadline</b>                            | 28                                                              | 29                                                                      |                                                                 |        |                                                                            |

**March 2012**

| Sunday                                    | Monday                                                                      | Tuesday                                                                     | Wednesday                                                                                                    | Thursday                                                                    | Friday                                                                                        | Saturday                        |
|-------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------|
|                                           |                                                                             |                                                                             |                                                                                                              | 1                                                                           | 2<br>EL Haynes Application<br>Deadline                                                        | 3<br>EL Haynes Lottery Held     |
| 4                                         | 5                                                                           | 6                                                                           | 7                                                                                                            | 8                                                                           | 9<br>Washington Latin PCS<br>Application Deadline<br><br>Cesar Chavez<br>Application Deadline | 10                              |
| 11                                        | 12<br>Two Rivers PCS<br>Application Deadline-<br>5pm                        | 13<br>Two Rivers PCS Lottery<br>Held                                        | 14                                                                                                           | 15<br>Capital City PCS<br>Application Deadline                              | 16<br>Cesar Chavez Lottery<br>Held                                                            | 17                              |
| 18                                        | 19                                                                          | 20                                                                          | 21                                                                                                           | 22                                                                          | 23                                                                                            | 24                              |
| 25<br>Center City Application<br>Deadline | 26<br>Workshop #3:<br>Completing your<br>Enrollment Packet @<br>Home School | 27<br>Workshop #3:<br>Completing your<br>Enrollment Packet @<br>Home School | 28<br>Center City Lottery held.<br><br>Workshop #3:<br>Completing your<br>Enrollment Packet @<br>Home School | 29<br>Workshop #3:<br>Completing your<br>Enrollment Packet @<br>Home School | 30<br>KIPP DC Application<br>Deadline                                                         | 31<br>Capital City Lottery Held |

## April 2012

| Sunday | Monday                                                                                                       | Tuesday                               | Wednesday | Thursday | Friday                                                           | Saturday |
|--------|--------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------|----------|------------------------------------------------------------------|----------|
| 1      | 2<br>Letters of Intent Due to<br>DCPS Destination<br>Schools<br><br>Achievement Prep<br>Application Deadline | 3<br>Achievement Prep<br>Lottery Held | 4         | 5        | 6                                                                | 7        |
| 8      | 9                                                                                                            | 10                                    | 11        | 12       | 13<br>Howard University<br>Middle School<br>Application Deadline | 14       |
| 15     | 16                                                                                                           | 17                                    | 18        | 19       | 20                                                               | 21       |
| 22     | 23                                                                                                           | 24                                    | 25        | 26       | 27<br>SEED PCS Application<br>Deadline                           | 28       |
| 29     | 30                                                                                                           |                                       |           |          |                                                                  |          |

**May 2012**

| Sunday | Monday                                                                   | Tuesday                                                                  | Wednesday                                                                | Thursday                                                                                           | Friday                                                                    | Saturday |
|--------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------|
|        |                                                                          | 1                                                                        | 2<br>Completed Enrollment<br>Packets due to DCPS<br>Destination School   | 3                                                                                                  | 4                                                                         | 5        |
| 6      | 7<br>Workshop #4:<br>Preparing for the<br>Transition to Middle<br>School | 8<br>Workshop #4:<br>Preparing for the<br>Transition to Middle<br>School | 9<br>Workshop #4:<br>Preparing for the<br>Transition to Middle<br>School | 10<br>SEED Lottery Held<br><br>Workshop #4:<br>Preparing for the<br>Transition to Middle<br>School | 11<br>Workshop #4:<br>Preparing for the<br>Transition to Middle<br>School | 12       |
| 13     | 14                                                                       | 15                                                                       | 16                                                                       | 17                                                                                                 | 18                                                                        | 19       |
| 20     | 21                                                                       | 22                                                                       | 23                                                                       | 24                                                                                                 | 25                                                                        | 26       |
| 27     | 28                                                                       | 29                                                                       | 30                                                                       | 31                                                                                                 |                                                                           |          |

**Tier 1 DC Public Charter Middle Schools According to the 2012 PCSB Performance Management Framework**

| <b>Tier 1 Public Charter Middle Schools</b>                      | <b>Ward</b> |
|------------------------------------------------------------------|-------------|
| <b>Achievement Preparatory Academy PCS</b>                       | <b>8</b>    |
| <b>Capital City PCS Lower School</b>                             | <b>1</b>    |
| <b>Capital City PCS Upper School</b>                             | <b>1</b>    |
| <b>Center City PCS – Petworth Campus</b>                         | <b>4</b>    |
| <b>Center City PCS- Trinidad Campus</b>                          | <b>5</b>    |
| <b>Cesar Chavez PCS for Public Policy- Chavez Prep</b>           | <b>1</b>    |
| <b>D.C. Preparatory PCS- Edgewood Middle</b>                     | <b>5</b>    |
| <b>E.L. Haynes PCS- Upper Elementary &amp; Middle School</b>     | <b>1</b>    |
| <b>Howard University Middle School PCS</b>                       | <b>1</b>    |
| <b>KIPP DC: AIM Academy PCS</b>                                  | <b>8</b>    |
| <b>KIPP DC: KEY Academy PCS</b>                                  | <b>7</b>    |
| <b>KIPP DC: WILL Academy PCS</b>                                 | <b>2</b>    |
| <b>Paul Junior High PCS</b>                                      | <b>4</b>    |
| <b>School for Educational Evolution &amp; Development (SEED)</b> | <b>7</b>    |
| <b>Two Rivers PCS</b>                                            | <b>6</b>    |
| <b>Washington Latin PCS- Middle School</b>                       | <b>4</b>    |

## Full List of All DCPS Middle Schools and Education Campuses with Grades 6-8

\*Please Note: DCPS School Scorecards do not rank DCPS schools by performance\*

| <sup>1</sup> DCPS Middle School and Education Campuses | Ward |
|--------------------------------------------------------|------|
| Brightwood Education Campus                            | 4    |
| Brookland Education Campus @ Bunker Hill               | 5    |
| Browne Education Campus                                | 5    |
| Burroughs Education Campus                             | 5    |
| C.H.O.I.C.E. Academy Middle School                     | 5    |
| Columbia Heights Education Campus                      | 1    |
| Deal Middle School                                     | 3    |
| Eliot-Hine Middle School                               | 6    |
| Francis-Stevens Education Campus                       | 2    |
| Hardy Middle School                                    | 2    |
| Hart Middle School                                     | 8    |
| Jefferson Middle School Academy                        | 6    |
| Johnson Middle School                                  | 8    |
| Kelly Miller Middle School                             | 7    |
| Kramer Middle School                                   | 8    |
| Langdon Education Campus                               | 5    |
| Langley Education Campus                               | 5    |
| LaSalle-Buckus Education Campus                        | 4    |
| MacFarland Middle School                               | 8    |
| Mamie D. Lee School                                    | 5    |
| Noyes Education Campus                                 | 5    |
| Oyster-Adams Bilingual School (Adams)                  | 3    |
| Prospect Learning Center                               | 6    |
| Raymond Education Campus                               | 4    |
| Ron Brown Middle School                                | 7    |
| Sharpe Health School                                   | 4    |
| Shaw Middle School @ Garnet-Patterson                  | 1    |
| Sousa Middle School                                    | 7    |
| Stuart-Hobson Middle School                            | 6    |
| Takoma Education Campus                                | 1    |
| Truesdell Education Campus                             | 4    |
| Walker-Jones Education Campus                          | 6    |
| West Education Campus                                  | 4    |
| Wheatley Education Campus                              | 5    |
| Whittier Education Campus                              | 4    |
| Winston Education Campus                               | 7    |

<sup>1</sup>This chart is based upon DCPS school profiles and directory as of 1/19/2012



## Capital City PCS Lower School

Public Charter School, Grades PK-8

Ward 1 3047 15<sup>th</sup> St., NW  
(202) 387-0309 Washington, DC 20009  
Janine Gomez, Principal

### Basic Information

**Classroom Hours:** 8:15am-3:15pm  
**School Size:** 244 students  
**Before/After School Care:** Yes/Yes

### Transportation

**Metro Access:** Columbia Heights  
**Bus Service:** 52, H4, H8, S2, Circulator

### Special Education

-20% of students are Special Education

### Extras

**Uniforms Required:** No, Dress Code is required  
**Languages Taught:** Spanish  
**Extra-curricular:** drama club

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 77%  | 72%  | 66%  | 70%  |
| Math    | 73%  | 63%  | 65%  | 70%  |

### **Seats Available for 2012-2013:**

**Application Deadline:** March 15, 2012  
**Lottery Date:** March 31, 2012  
Submit Application Online or by Paper

## Center City PCS- Petworth Campus

Public Charter School, Grades PK-8

Ward 4 510 Webster St., NW  
(202) 726-9212 Washington, DC 20011  
LaShada Ham, Assistant Principal

### Basic Information

**Classroom Hours:** 8am-4pm  
**School Size:** 227 students  
**Before/After School Care:** Yes/Yes

### Transportation

**Metro Access:** Georgia Ave-Petworth  
**Bus Service:** 60, 62, 64

### Special Education

-13% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** Pre-SAT Prep, tutoring, yoga

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | N/A  | 39%  | 39%  | 52%  |
| Math    | N/A  | 34%  | 39%  | 42%  |

### **Seats Available for 2012-2013:**

**Application Deadline:** March 25, 2012  
**Lottery Date:** March 28, 2012  
Submit Application Online

## Center City PCS- Trinidad Campus

Public Charter School, Grades PK-8

Ward 5                      1217 West Virginia Ave, NE  
(202) 397-1614              Washington, DC 20002  
Evie Wiseman, Principal

### Basic Information

**Classroom Hours:** 8am-4pm  
**School Size:** 228 students  
**Before/After School Care:** Yes/Yes

### Transportation

**Metro Access:** No  
**Bus Service:** 90, 92, X2

### Special Education

-8% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** gardening, DoE RiverSmart School Site, Girl Scouts

**DC-CAS Results**

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | N/A  | 44%  | 36%  | 55%  |
| Math    | N/A  | 26%  | 33%  | 40%  |

**Seats Available for 2012-2013:**

**Application Deadline:** March 25, 2012

**Lottery Date:** March 28, 2012

[Submit Application Online](#)

## Columbia Heights Educational Campus

DCPS, Grades 6-12

Ward 1                      3101 16<sup>th</sup> St., NW  
(202) 939-7700              Washington, DC 20010  
Maria Tukeva, Principal

### Basic Information

**Classroom Hours:** 8:45am-3:15pm  
**School Size:** 1,285 students  
**Before/After School Care:** No/Yes  
**Expulsions/Suspensions:** 2

### Transportation

**Metro Access:** Columbia Heights  
**Bus Service:** H1, H2, H3, H8, S1, S2, S4

### Special Education

-9% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish, Immersion-Spanish, French  
**Extra-curricular:** tutoring, choir, band, debate, photography, robotics, step

**DC-CAS Results**

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | N/A  | 40%  | 31%  | 43%  |
| Math    | N/A  | 48%  | 34%  | 49%  |

**Seats Available for 2012-2013:**

**Out-Of-Boundary Deadline:** February 27, 2012

[Submit Application Online](#)





## Hardy Middle School

DCPS, Grades 6-8

Ward 2  
(202) 729-4350  
1819 35<sup>th</sup> St., NW  
Washington, DC 20007  
Mary Stefanus, Principal

### Basic Information

**Classroom Hours:** 8:45am-3:15pm  
**School Size:** 521 students  
**Before/After School Care:** No/Yes  
**Expulsions/Suspensions:** 0

### Transportation

**Metro Access:** No  
**Bus Service:** 31, 32, 34, 36, D1, D2

### Special Education

- Deafness/hearing  
-8% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish, French  
**Extra-curricular:** tutoring, band, drum-line, competitive sports teams + more

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 71%  | 73%  | 67%  | 68%  |
| Math    | 64%  | 69%  | 75%  | 66%  |

**Seats Available for 2012-2013:** 50

**Out-Of-Boundary Deadline:** February 27, 2012

[Submit Application Online](#)

## Hart Middle School

DCPS, Grades 6-8

Ward 8  
(202) 645-3420  
601 Mississippi Ave., SE  
Washington, DC 20032  
Bill Kearney, Principal

### Basic Information

**Classroom Hours:** 8:45am- 3:15pm  
**School Size:** 402 students  
**Before/After School Care:** Yes/Yes  
**Expulsions/Suspensions:** 9

### Transportation

**Metro Access:** No  
**Bus Service:** A2, A4, M9, W4

### Special Education

-30% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** none offered at this time  
**Extra-curricular:** chess challenge in DC, DC Creative Writing, drama club, drum line, step team, Young Gentlemen's Club

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 17%  | 18%  | 22%  | 29%  |
| Math    | 14%  | 14%  | 18%  | 31%  |

**Seats Available for 2012-2013:**

**Out-Of-Boundary Deadline:** February 27, 2012

[Submit Application Online](#)

## Howard University Middle School PCS

Public Charter School, Grades 6-8

Ward 1                                      405 Howard Place, NW  
(202) 806-7725                              Washington, DC 20059  
Allison Artis, Principal

### Basic Information

**Classroom Hours:** 8am-4:30pm

**School Size:** 296 students

**Before/After School Care:** Yes/Yes

### Transportation

**Metro Access:** No

**Bus Service:** 70, 71, 90, 93, G2

### Special Education

-3% of students are Special Education

### Extras

**Uniforms Required:** Yes

**Languages Taught:** Spanish

**Extra-curricular:** toastmasters, stock market club,  
yearbook, + more

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 60%  | 73%  | 70%  | 78%  |
| Math    | 63%  | 70%  | 66%  | 79%  |

**Seats Available for 2012-2013:**

**Application Deadline:** April 13, 2012

**Lottery Date:**

Submit Paper Application

## Imagine Hope Community PCS:

### Tolson Campus

Public Charter School, Grades PS-8

Ward 5                                      2917 8<sup>th</sup> St., NE  
(202) 832-7370                              Washington, DC 20017  
Chloe Marshall, Principal

### Basic Information

**Classroom Hours:** 8am-3pm

**School Size:** 415 students

**Before/After School Care:** Yes/Yes

### Transportation

**Metro Access:** Rhode Island Ave-Brentwood

**Bus Service:** 84, T18

### Special Education

-10% of students are Special Education

### Extras

**Uniforms Required:** Yes

**Languages Taught:** Spanish

**Extra-curricular:** gardening, yearbook

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 38%  | 46%  | 35%  | 47%  |
| Math    | 24%  | 31%  | 31%  | 47%  |

**Seats Available for 2012-2013:**

**Application Deadline:**

**Lottery Date:**

Submit Paper Online

## Kramer Middle School

DCPS, Grades 6-8

Ward 8  
(202) 939-3150  
1700 Q St., SE  
Washington, DC 20020  
Kwame Simmons, Principal

### Basic Information

**Classroom Hours:** 8:45am- 3:15pm  
**School Size:** 274 students  
**Before/After School Care:** No/Yes  
**Expulsions/Suspensions:** 16

### Transportation

**Metro Access:** No  
**Bus Service:** 92, B2, U2, V5, W6

### Special Education

-28% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** none offered at this time  
**Extra-curricular:** American Youth Power Center, jewelry making, drumline, cooking, SAAS Girls Group, cheerleading, track, football, basketball, open air club

### **DC-CAS Results**

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 21%  | 24%  | 19%  | 19%  |
| Math    | 27%  | 21%  | 18%  | 29%  |

**Seats Available for 2012-2013:**

**Out-Of-Boundary Deadline:** February 27, 2012

[Submit Application Online](#)

## Kelly Miller Middle School

DCPS, Grades 6-8

Ward 7  
(202) 388-6870  
301 49<sup>th</sup> St., NE  
Washington, DC 20019  
Abdullah Zaki, Principal

### Basic Information

**Classroom Hours:** 8:45am- 3:15pm  
**School Size:** 379 students  
**Before/After School Care:** No/Yes  
**Expulsions/Suspensions:** 14

### Transportation

**Metro Access:** Benning Road  
**Bus Service:** 96, 97, U8, W4

### Special Education

- 23% of student are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** Honors Visual Arts, DC SCORES, Set Point Tennis, Basketball, Football, Volleyball

### **DC-CAS Results**

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 25%  | 26%  | 19%  | 23%  |
| Math    | 23%  | 25%  | 19%  | 29%  |

**Seats Available for 2012-2013:**

**Out-Of-Boundary Deadline:** February 27, 2012

[Submit Application Online](#)

## KIPP DC: AIM Academy PCS

Public Charter School, Grades 5-8

Ward 8  
(202) 678-5477  
2600 Douglass Rd., SE  
Washington, DC 20020  
Kristy Ochs, Principal

### Basic Information

**Classroom Hours:** 8am-4:45pm  
**School Size:** 329 students  
**Before/After School Care:** No/Yes

### Transportation

**Metro Access:** No  
**Bus Service:** 94, W2, W3

### Special Education

-11% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** chess club, horseback riding, step team, string orchestra, tennis, + more

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 49%  | 65%  | 54%  | 60%  |
| Math    | 64%  | 84%  | 76%  | 82%  |

**Seats Available for 2012-2013:** 10  
**Application Deadline:** March 30, 2012  
**Lottery Date:**  
[Submit Application Online](#)

## KIPP DC: KEY Academy PCS

Public Charter School, Grades 4-8

Ward 7  
(202) 582-5477  
4801 Benning Rd., SE  
Washington, DC 20019  
David Ayala, Principal

### Basic Information

**Classroom Hours:** 8am-5pm  
**School Size:** 417 students  
**Before/After School Care:** No/Yes

### Transportation

**Metro Access:** Benning Road  
**Bus Service:** U8, W4

### Special Education

-11% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** chess club, step team, tennis

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 73%  | 77%  | 69%  | 65%  |
| Math    | 91%  | 94%  | 81%  | 76%  |

**Seats Available for 2012-2013:** 5  
**Application Deadline:** March 30, 2012  
**Lottery Date:**  
[Submit Application Online](#)

## KIPP DC: WILL Academy PCS

Public Charter School, Grades 5-8

Ward 2  
(202) 328-9455  
421 P St., NW  
Washington, DC 20001  
Kate Finley, Principal

### Basic Information

**Classroom Hours:** 8am-5pm  
**School Size:** 329 students  
**Before/After School Care:** No/Yes

### Transportation

**Metro Access:** Mt. Vernon Sq.- 7<sup>th</sup> St- Convention Center  
**Bus Service:** 66, 70, 71, G8, P6

### Special Education

-15% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** chess club, martial arts, step team, student newspaper, tennis

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 57%  | 60%  | 65%  | 62%  |
| Math    | 65%  | 74%  | 77%  | 72%  |

**Seats Available for 2012-2013:** 10  
**Application Deadline:** March 30, 2012  
**Lottery Date:**  
[Submit Application Online](#)

## Langdon Education Campus

DCPS, Grades PS-8

Ward 5  
(202) 576-6048  
1900 Evarts St., NE  
Washington, DC 20018  
Barbara Campbell, Principal

### Basic Information

**Classroom Hours:** 8:45am-3:15pm  
**School Size:** 414 students  
**Before/After School Care:** Yes/Yes  
**Expulsions/Suspensions:** 0

### Transportation

**Metro Access:** No  
**Bus Service:** 84, 86, B8, H6, T18

### Special Education

- deafness/hearing, language/speech, specific learning disabilities  
-7% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** GeoPlunge, dance, yearbook, student newspaper

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 70%  | 67%  | 69%  | 67%  |
| Math    | 78%  | 72%  | 74%  | 71%  |

**Seats Available for 2012-2013:** 0 for General Ed., Special Ed. is by IEP placement  
**Out-Of-Boundary Deadline:** February 27, 2012  
[Submit Application Online](#)

## Oyster-Adams Bilingual School (Adams)

DCPS, Grades 4-8

Ward 1 19<sup>th</sup> St., NW  
(202) 673-7311 Washington, DC 20008  
Monica Aguirre, Principal

### Basic Information

**Classroom Hours:** 8:45am-3:15pm  
**School Size:** 310 students  
**Before/After School Care:** Yes/Yes  
**Expulsions/Suspensions:** 1

### Transportation

**Metro Access:** Dupont Circle  
**Bus Service:** 42, 92, 96, S4, Circulator

### Special Education

- Autism support  
-11% of students are Special Education

### Extras

**Uniforms Required:** No, Dress Code is required  
**Languages Taught:** Dual-Immersion: Spanish, Chinese  
**Extra-curricular:** oratory program, Girls on the Run, drama club, tutoring + more

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 75%  | 77%  | 75%  | 81%  |
| Math    | 70%  | 73%  | 72%  | 83%  |

**Seats Available for 2012-2013:** 20, must be Spanish Proficient

**Out-Of-Boundary Deadline:** February 27, 2012

[Submit Application Online](#)

## Paul Junior High PCS

Public Charter School, Grades 6-9

Ward 4 5800 8<sup>th</sup> St., NW  
(202) 291-7499 Washington, DC 20011  
Jami Dunham, Head of School

### Basic Information

**Classroom Hours:** 8:15am-3:35pm  
**School Size:** 559 students  
**Before/After School Care:** No/Yes

### Transportation

**Metro Access:** No  
**Bus Service:** 62, 70

### Special Education

-11% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish, French  
**Extra-curricular:** Dragon boating, double dutch, gardening, stage crew, yearbook, + more

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 62%  | 62%  | 66%  | 65%  |
| Math    | 68%  | 66%  | 68%  | 73%  |

**Seats Available for 2012-2013:** 50

**Application Deadline:**

**Lottery Date:**

[Submit Application Online or by Paper](#)

## School for Educational Evolution & Development (SEED)

Public Charter School, Grades 6-12

Ward 7 4300 C St., SE  
 (202) 248-7773 Washington, DC 20019  
 Charles Adams, Head of School

### Basic Information

**Classroom Hours:** 8am-3:50pm  
**School Size:** 341 students  
**Before/After School Care:** No/Yes

### Transportation

**Metro Access:** No  
**Bus Service:** U5, U8

### Special Education

-13% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** Chess club, cooking, modeling, tutoring

**DC-CAS Results**

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 49%  | 54%  | 48%  | 60%  |
| Math    | 56%  | 67%  | 67%  | 76%  |

**Seats Available for 2012-2013:** 52

**Application Deadline:** April 27, 2012

**Lottery Date:** May 10, 2012

Submit Paper Application

## St. Colletta Special Education PCS

Public Charter School, Ungraded

Ward 6 1901 Independence Ave., SE  
 (202) 350-8680 Washington, DC 20003  
 Janice Corazza, Principal

### Basic Information

**Classroom Hours:** 8:30am-3:00pm  
**School Size:** 225 students  
**Before/After School Care:** No/No

### Transportation

**Metro Access:** Stadium-Academy  
**Bus Service:** U5, U6, U8

### Special Education

-100% of students are Special Education  
 -speech/language therapy, occupational therapy, physical therapy, music & art therapy, hydrotherapy, assistive technology, counseling, vision therapy, autism resource services, parent training

### Extras

**Uniforms Required:** No  
**Languages Taught:** none offered  
**Extra-curricular:** gardening

**DC-CAS Results**

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | N/A  | 82%  | 93%  | 90%  |
| Math    | N/A  | 81%  | 86%  | 85%  |

**Seats Available for 2012-2013:** Special needs by IEP placement

**Application Deadline:** April 27, 2012

**Lottery Date:** May 10, 2012

Submit Paper Application

## Stuart-Hobson Middle School

DCPS, Grades 6-8

Ward 6 410 E St., NE  
(202) 671-6010 Washington, DC 20002  
Dawn Clemens, Principal

### Basic Information

**Classroom Hours:** 8:45am-3:15pm  
**School Size:** 428 students  
**Before/After School Care:** Yes/Yes  
**Expulsions/Suspensions:** 0

### Transportation

**Metro Access:** Union Station  
**Bus Service:** 92, D6, X2, X8

### Special Education

-11% of students are Special Education

### Extras

**Uniforms Required:** No, Dress Code is Required  
**Languages Taught:** Spanish  
**Extra-curricular:** Builder's club, Girl Scouts, art club, yearbook, mentoring, + more

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 66%  | 75%  | 69%  | 69%  |
| Math    | 57%  | 75%  | 67%  | 65%  |

**Seats Available for 2012-2013:** 30  
**Out-Of-Boundary Deadline:** February 27, 2012  
[Submit Application Online](#)

## Two Rivers PCS

Public Charter School, Grades 6-8

Ward 6 1234 4<sup>th</sup> St., NE  
(202) 543-8477 Washington, DC 20002  
Jessica Wodatch, Executive Director

### Basic Information

**Classroom Hours:** 8:15am-3:15pm, + Extended Day  
**School Size:** 92 students  
**Before/After School Care:** Yes/Yes

### Transportation

**Metro Access:** New York Ave  
**Bus Service:** 90, 92, X3

### Special Education

-17% of students are Special Education

### Extras

**Uniforms Required:** Yes  
**Languages Taught:** Spanish  
**Extra-curricular:** SES program

### DC-CAS Results

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | N/A  | N/A  | 56%  | 59%  |
| Math    | N/A  | N/A  | 55%  | 54%  |

**Seats Available for 2012-2013:**  
**Application Deadline:** March 12, 2012, 5pm  
**Lottery Date:** March 21, 2012  
[Submit Application Online or by Paper](#)

# Washington Latin PCS- Middle School

Public Charter School, Grades 5-8

Ward 4  
(202) 223-1111  
Martha Cutts, Executive Director

4115 16<sup>th</sup> St., NW  
Washington, DC 20011

## Basic Information

**Classroom Hours:** 8am-3:15pm  
**School Size:** 349 students  
**Before/After School Care:** No/Yes

## Transportation

**Metro Access:** No  
**Bus Service:** 52, S2, S4

## Special Education

-4% of students are Special Education

## Extras

**Uniforms Required:** Yes  
**Languages Taught:** Chinese, French, Latin  
**Extra-curricular:** Fashion club, tutoring, Mad Scientists, Girls on the Run, Latin Spirit Team, + more

## **DC-CAS Results**

| DC-CAS  | 2008 | 2009 | 2010 | 2011 |
|---------|------|------|------|------|
| Reading | 76%  | 82%  | 83%  | 84%  |
| Math    | 74%  | 82%  | 81%  | 77%  |

**Seats Available for 2012-2013:**

**Application Deadline:** March 9, 2012

**Lottery Date:**

[Submit Paper Application](#)

## Contact Us



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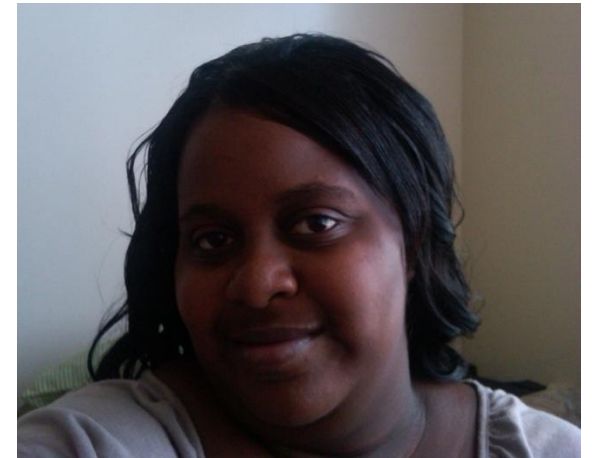


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