

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS



# DESIGNING OUR FUTURE

A Report of the Visiting Team for Accreditation  
by the Middle States Association of Colleges and Schools

**Howard University Middle School of  
Math and Science  
Washington, D.C.**

**October 27, 2019 – October 31, 2019**

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## INTRODUCTION TO THE VISIT

The Howard University Middle School of Mathematics and Science [(MS)<sup>2</sup>], under the auspices of the Board of Trustees and the president of Howard University, opened its doors in Fall 2005. It initially opened with students enrolled in 6th grade. In 2006, Howard University Middle School of Mathematics and Science increased their enrollment by adding 7th grade and then in 2007 8th grade students were added to the school. Today, 294 students are enrolled for grades 6<sup>th</sup> through 8th. Howard University Middle School of Mathematics and Science as a community proudly emphasizes the core values of perseverance, respect, integrity, determination, excellence, or P.R.I.D.E.

In December 2011, Howard University Middle School of Mathematics and Science registered the school with Middle States and hosted a Candidacy Visitor in June 2012. The school was granted candidacy in November 2012 and started work on the self-study in December 2012, using Designing Our Future self-study. However, Howard University Middle School of Mathematics and Science work on the self-study was met with several challenges due to experiencing three leadership changes with the Head of School, from 2012 to 2015, which directly impacted the completion of the self-study. Under the leadership of Kathryn Procope, Internal Coordinators Corbet Houston and Talia Robinson volunteered to revive the school's work on the self-study during the summer of 2017. As a result, the school's planning team completed the Designing Our Future self-study in time to host an October 2019 Middle States Visiting Team. The Team arrived on Sunday, October 27, 2019, and was comfortably housed at the Courtyard by Marriott Washington Downtown/Convention Center. Following orientation, the Team collaborated and reviewed the self-study with anticipation for the official welcome and full day of activities at Howard University Middle School of Mathematics and Science.

During the next three days, the Team met, interviewed, and observed most of the school's staff members, both in the classroom and through attendance at a number of meetings. Classroom visits were scheduled around the school's master schedule. Meetings were scheduled with staff and teachers directly related to each standard of the self-study. This included meetings with five parents, four members of the Board of Trustees and the Executive Vice President and Chief Operations Officer of Howard University. In addition, the Team as a whole was able to attend one of the 8th grade Town Hall meetings, which was facilitated by teachers with a student-focused agenda. The visit culminated with the oral report on the morning of October 31, 2019.

A Middle States self-study provides the Visiting Team with a structure to conduct its business. Having received the self-study prior to the visit, the Visiting Team expressed its gratitude to the staff for their preparation prior to the visit.

The Middle States Visiting Team was warmly welcomed into the Howard University Middle School of Mathematics and Science community for the entire visit. The Middle States Visiting Team was also grateful for the accommodations at the Courtyard by Marriott Washington Downtown/Convention Center and the personalized conference room to conduct our evening work on Howard University Middle School of Mathematics and Science meeting the Middle States standards.

### **NOTE TO THE READERS OF THIS REPORT**

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

# ORGANIZATION FOR GROWTH AND IMPROVEMENT

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

## Leadership for Growth and Improvement

### A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the institution's planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team visit.
- Prepare for the Mid-Term report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

#### **The Visiting Team observed that:**

- The ELA Instructional Coach volunteered the summer of 2018 to be the internal coordinator. The Principal supported this because the instructional coach's connections with stakeholders and positive working relationship that exists with the Assistant Principal.
- The Assistant Principal was selected by the Head of School to be internal coordinator during the summer of 2017.
- The Assistant Principal was selected to be the internal coordinator based on experience with serving on a Middle States accreditation team.
- The Assistant Principal will be the point of contact for the continued process of Middle States.
- The internal coordinators were given the time and resources to perform their role.
- The internal coordinators provided sections of the self-study to key individuals connected to each standard who in turn provided information and evidence to support the completion of the self-study.
- Teachers and staff provided the information needed to compile the self-study information without challenges.

#### **The Visiting Team recommends:**

- The Internal Coordinators develop a concrete plan to address rotation of the roles after three years.
- The Internal Coordinators review the Plan for Growth and Improvement with teachers during their planning meetings and obtain feedback for next steps.

## B. The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of Mission.
- Develop a set of beliefs to serve as the ethical code for the institution.
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement.
- Oversee development of the action plans to achieve the performance objectives.
- Monitor implementation of the action plans.
- Conduct a periodic review of the progress being made to achieve the objectives.

### **The Visiting Team observed that:**

- The Mission, Core Beliefs and Profile of a graduate guides the Planning Team with reflecting and determining the needs of students and connections with stakeholders.
- The Principal provides the Planning Team with tools and opportunities to encourage members to explore for answers and freely share their ideas.
- The Planning Team meets weekly and the Middle States process is on the agenda at least bi-weekly.
- The two students on the planning team were not active participants in the planning process of the completion of the self-study or the Plan for Growth and Improvement.

### **The Visiting Team recommends:**

- The Planning Team expands its membership to include two classroom teachers and two parents.
- The Planning Team ensures that the students have an active role and voice in the process.

## C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. The school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

### **The Visiting Team observed that:**

- The priorities for the Principal are student and staff safety, equitable treatment of students, academic goals with tools for success set by the school and state.

- The Principal provided a copy of the self-study to the Board of Trustees in order to review specific standards and the school's plan.
- During administration meetings with the leadership team, the Middle States self-study was included on the agenda.
- The Board of Trustees supports and understands the importance of the accreditation process.
- Several members of the Leadership Team are members of the Planning Team.

**The Visiting Team recommends:**

- None

## D. The Plan for Communication and Awareness

An important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Designing our Future* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

**The Visiting Team observed that:**

- The Planning Team is cohesive and understands the external influences (e.g., Howard University, The Board of Trustees, and The DCPS).
- Parents are not aware of the elements of the self-study or the Plan for Growth and Improvement.
- Key stakeholders (Parents, Howard University Community (not employed by (MS)<sup>2</sup>, and the Board of Trustees) did not have input on the development of the self-study or the Plan for Growth and Improvement.
- The Principal provides accreditation updates to the Board of Trustees at the meetings held at least every other month.

**The Visiting Team recommends:**

- The Planning Team collaborates with the Communications Coordinator to develop a quarterly or annual Middle States newsletter to share with parents, Board of Trustees, and the Howard University Community progress toward fulfilling the objectives of the Plan for Growth and Improvement.

## E. Periodic Reviews of the Plan for Growth and Improvement

The *Designing our Future* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

**The Visiting Team observed that:**

- The current Planning Team intends to conduct periodic reviews of the Plan for Growth and Improvement.
- The Principal and Assistant Principal (Internal Coordinator) oversee the assessment of the objectives for the Plan for Growth and Improvement.
- The Internal Coordinator (ELA Instructional Coach) monitors data related to the Plan for Growth and Improvement and help modify support for students.
- The Principal and Internal Coordinators want team leads and teachers to review and revise the Plan for Growth and Improvement when the accreditation process is completed.

**The Visiting Team recommends:**

- The Principal and Internal Coordinators formalize the team leads and teachers who will be responsible for revising the Plan for Growth and Improvement.

## THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES

### Recommended Monitoring Issues

**In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s accreditation.**

Requirement of the Protocol	Recommended Action
NONE	

# DESCRIPTIVE SUMMARY OF THE SCHOOL'S FOUNDATION DOCUMENTS

- **MISSION, BELIEFS, AND PROFILE OF GRADUATES**
- **MISSION STANDARD FOR ACCREDITATION**

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our Mission?*

## A. MISSION

Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The Mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists) and its means (how, in broad terms, it will achieve its purposes).

### **The school's Mission is:**

Howard University Math and Science PCS' mission is to provide a sound foundation in all academic subjects, with a concentration in mathematics and science; the intellectual, social and emotional growth of each student will be nurtured, while an appreciation for diversity and sensitivity of all individuals will be encouraged in an enriched educational environment that will prepare students to succeed in high school and beyond.

### **What is the *aim or purpose* of the school as stated in the Mission?**

- The school's aim is to provide a solid foundation academically, socially and emotionally so that all students will be successful beyond (MS)<sup>2</sup>

### **What is the *means* the school will use to accomplish its Mission?**

- (MS)<sup>2</sup> has a history of strong support from the Board of Trustees.

- (MS)<sup>2</sup>'s Leadership team is committed to the success of their students and the school.
- (MS)<sup>2</sup> staff provides a solid educational environment for student success and growth.

**To what extent do the school's stakeholders know, understand, and support the school's Mission?**

- The Mission is clearly articulated and supported by the Leadership team.
- The Board of Trustees could speak to the school's Mission.
- Teachers show up consistently to build relationships with their students, working to provide the most effective educational, emotional and social experience possible.
- Parents believe that they are sending their students to a school that has a sound educational philosophy and that the school will provide their students with the skills needed to succeed beyond middle school.
- Students feel that they are receiving a strong educational experience and they will be ready for high school.
- (MS)<sup>2</sup>, through their partnership with Howard University has created a pipeline of support for their STEM curriculum.

**B. BELIEFS**

Statements of Belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

**The school's Beliefs are:**

Our school's core values are Preparation, Respect, Integrity, Determination, Excellence. (P.R.I.D.E)

**To what degree do the school's Beliefs meet the criteria of the *Designing our Future* protocol? If they do not meet the criteria, explain why.**

- The school's Core Values meet the criteria of *Designing our Future* protocol
  - They are simply formatted and written using precise language.
  - They are displayed throughout the building in hallways and classrooms.

**How well do the school's Beliefs represent what the Team heard from the school's stakeholders?**

- Instructional staff use the (MS)<sup>2</sup> Core Values when communicating with students.
  - A teacher asks students to demonstrate *Integrity* when completing an assignment on IPAD by only logging into the Summit Learning Platform.
  - A teacher reminds students to be respectful of peers during whole class discussion on racial inequities of employment opportunities.
- “Chose Excellence” is the tag-line for the current school year.
- (MS)<sup>2</sup> builds time into the schedule for individual student goal setting and individual student mentor sessions with staff, supporting the students’ personal growth.
- (MS)<sup>2</sup> puts into living practice their Core Values by their thoughtful planning of staffs’ looping rotation to building strong, sustained relationships with their students.
- (MS)<sup>2</sup> supports all areas of student growth, by providing building-wide events and trips that enhance the full educational experience.

**To what extent do the school’s stakeholders know, understand, and support the school’s Beliefs of core values?**

- The community of (MS)<sup>2</sup> stakeholders have ownership of the school’s core values. They were referenced frequently in all conversations with leadership, staff, parents and students giving examples of how they are upheld.

**C. PROFILE OF GRADUATES**

The Profile of Graduates provides the answer to the following question: “When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community?”:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution’s community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the Beliefs and Mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the Mission means in the operational life of the institution.

- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

**The school's Profile of Graduates is:**

**Our graduate profile is a student who:**

1. Believes in their own potential
2. Gains confidence each day
3. Trusts the process
4. Advocates for themselves and others
5. Effectively and respectfully communicate with others
6. Is OK not know every answer
7. Learns from their mistakes
8. Works to achieve their personal best
9. Shows growth in handling conflict
10. Knows the pursuit of excellence has no expiration date

**To what degree does the Profile of Graduates express:**

- **What the school expects its graduates to know?**
- **What the school expects its graduates to do with what they know?**
- **What qualities or characteristics the school expects its graduates to demonstrate?**
- The Profile of Graduates (Student Success Creed) expects students to know that learning is never-ending.
- Graduates are expected to advocate for themselves and communicate respectfully and effectively.
- A (MS)<sup>2</sup> graduate demonstrates confidence, believes in their own potential, and perseveres through struggle, while learning from their mistakes.

**To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?**

- The profile of graduates (student success creed) is a recent addition to the school's narrative. The creed was created during the summer of 2019 with feedback given by a select number of students the previous school year. The student success creed is used as an anchor chart when mentoring or conferencing with students. Students themselves do not yet own the language of the student success creed.

## MISSION STANDARD FOR ACCREDITATION

*(Indicators 1.1-1.6)*

**The Standard:** The school has a clearly written and actively implemented statement of mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s Philosophy/Mission	X
Samples of publications that communicate the Mission/Philosophy to the school’s community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Address of the school’s website	X
Policies related to the Mission	---
Strategic Long-Range Plan	X

### C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

### **The Visiting Team observed that:**

- The (MS)<sup>2</sup> Leadership Team conveys that they are in the process of reevaluating and revising the current Mission Statement as part of the 15-year Charter Review creating a consistent messaging between the school's core beliefs and Student Success Creed (Profile of a graduate) and the (MS)<sup>2</sup> Constitution.
- The Mission Statement is displayed throughout the building in common areas, hallways and classrooms.
- During the recruitment process (MS)<sup>2</sup> administration ensures that prospective staff' beliefs align with Mission and Vision of (MS)<sup>2</sup>.
- There is evidence of ongoing Professional Development for current and new staff around the school's mission/vision/core beliefs.
- 8th grade students recite the Student Success Creed at the beginning of the grade level town hall meeting each week.
- (MS)<sup>2</sup> Staff participated in CityBridge, becoming a Breakthrough School during the summer of 2019 allowing them to reevaluate how the (MS)<sup>2</sup> story is told which resulted in the creation of the (MS)<sup>2</sup> Constitution.
- The (MS)<sup>2</sup> Mission statement in the 2019-2020 Student handbook is inconsistent with the mission statement in other school documents (e.g., self-study, brochure, Strategic Long-term Plan).
- The (MS)<sup>2</sup> Vision statement is different on the Fast Facts, 2016-17 Long Range Plans, and the provided trifold brochure.

### **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team recommends:**

- The Leadership Team develops a school-wide policy in regards to how the Mission drives all decisions within the school community.
- The Leadership Team take steps to ensure that there is continual review of the (MS)<sup>2</sup> mission and vision statements, core values and constitution and how staff are individually upholding these tenets.
- The Communication Coordinator amends all official school documents to reflect consistent messaging in regards to (MS)<sup>2</sup>'s mission and vision statements, core values, and constitution.

### **Recommended Monitoring Issues**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent**

but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**Recommended Stipulations**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

# DESCRIPTIVE SUMMARY OF THE SCHOOL COMMUNITY AND ITS STUDENT PERFORMANCE

- **THE HISTORY AND CURRENT CONTEXT OF THE SCHOOL**
- **STUDENT PERFORMANCE DATA**
- **SELF-ASSESSMENT OF THE STANDARD FOR ASSESSMENT AND EVIDENCE OF STUDENT LEARNING**

The data and information contained in the Descriptive Summary of the School are not evaluated by the Visiting Team. Instead, it serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To “introduce” members of the Visiting Team to the school, and as such, the Summary provides one of the lenses through which Team members will view and evaluate the school. Thus, the section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – History and Context of the School

### Observations

**In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school’s context and history and how this defines the school’s priorities for improving student performance.**

- (MS)<sup>2</sup> students are able to attend college lectures where they physically sit in class with college students, take notes, participate in discussion, and sit on panels when applicable
- Students are able to take a test in order to receive High School credit in Algebra I and Spanish. There are considerations to expand this opportunity to other subjects as well based on school data.
- The School Board of Trustees is discussing strategies to track the former students of (MS)<sup>2</sup> at both high school and post-secondary institutions.
- (MS)<sup>2</sup> is located in Ward 1 of DC yet a majority of the students commute from Ward 7 and 8 of Washington DC.

- (MS)<sup>2</sup> provides a safe environment for the staff and students.
- On occasion (MS)<sup>2</sup> will enroll a 7th grader but the majority of the new students each year come from the 6th grade enrollment.
- (MS)<sup>2</sup> intentionally changes their master schedule to fit the needs of their students, which is based on student data.
- The Deans of Students uses Redirection and Behavioral Consequence strategies when guiding their students to do the right thing.
- (MS)<sup>2</sup> is the only public charter school in the country operating on a Historically Black College/University (HBCU) and one of the few middle schools in the country on a college campus.
- Class sizes are small with a low student-to-teacher ratio in order to help support students.
- There is a robust technology infrastructure on campus to support on-line and web-based learning.
- The Vision of the school is to create a pipeline of students of color who will enter the STEM fields.
- (MS)<sup>2</sup> opened its doors in 2005 and has experienced a turnover of ten different Heads of School/Principals prior to the current Administration.
- The current facilities are not large enough to meet the needs of the students and the school is in negotiations with the University to move to a new facility.
- (MS)<sup>2</sup> experienced a decline in enrollment for the 2015-2016 school year but have since increased their enrollment numbers with plans to expand the school capacity.

## Recommendations

**In this section, the Visiting Team lists any recommendations on how the school can capitalize on or respond to the history and context of the school to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- The Director of Strategy and Logistics and the Registrar collaborate to intensify efforts with the Howard University Admissions Office in order to build a stronger pipeline to Howard University for (MS)<sup>2</sup> graduates.
- The Leadership Team at (MS)<sup>2</sup> take steps to build capacity and broaden the opportunities to develop other leaders in the building.
- (MS)<sup>2</sup> staff develops a strategy to ensure that the continuity of the current educational programs are not dependent on the Leadership or Instructional Team in place.

## STUDENT PERFORMANCE DATA

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

The school needs these data to determine if it is making progress toward achieving its Mission;

- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how student are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – Student Performance Data

### Observations

**In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's Student Performance and how this defines the school and its priorities for improving student performance.**

- The SPED subgroup population at (MS)<sup>2</sup> outperformed the overall SPED subgroup population of DC Middle Schools on the 2018-2019 PARCC in the area of growth to percentile.
- (MS)<sup>2</sup> experienced an increase in the overall percentage of students that met or exceeded expectations for grade level learning standards for the ELA PARCC exam between the 2017-2018 and 2018-2019 school year.
- Based on the DC Report Card, (MS)<sup>2</sup> consistently underperformed in the 2018-2019 PARCC Exam when compared to the DC Middle School Average.
- (MS)<sup>2</sup> experienced a decline in the overall percentage of students that met or exceeded expectations for grade level learning standards for the Math PARCC exam between the 2017-2018 and 2018-2019 school year.
- In school year 2018, 33% of 8th grade students that took Algebra 1 passed the end of year exam to receive High School Credit for the course.

### Recommendations

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to its Student Performance data to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- Instructional Coaches evaluate academic interventions and supports that are in place to address the needs of exceptional scholars.
- Teachers make an effort to address the academic needs of all students in both ELA and Math simultaneously rather than focusing on one core content area in isolation.
- The (MS)<sup>2</sup> Leadership Team continues to ensure the use of interventions with fidelity, based on targeted academic needs.

## ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION (Indicators 9.1-9.15)

**The Standard:** The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X
Student Data Protocol	X
Procedural Documents on Assessments	X
Assessment Rubrics	X
Testing Data Profile	X
Disaggregated Data	X
Sample Individualized Education Programs	X
Educational Platform Data (Summit Learning)	X

Test Security and Protocol Training	X
Saturday Guided Learning Time	X

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### The Visiting Team observed that:

- Students that are not mastering skills on Summit Learning are highly recommended to attend Saturday Learning Guided Time as an intervention.
- Teachers use teacher created, quarterly benchmark exams in the Edulastic Platform, based on Common Core Standards.
- Student data is consistently reviewed during team meetings on a weekly basis.
- The first 20 minutes of each day is used by students to set SMART goals for their courses; and their SMART goals are reviewed for attainment at the end of each week.
- The NWEA MAP diagnostic test is given three times a year (fall, winter, spring) for Math, ELA, and Science. Each test lasts for two hours a day.
- Results from the diagnostic tests are used to determine what interventions are needed, placement for students, and acceleration for students.
- NWEA MAP Data is used to inform decisions regarding course offerings and resources for the school.
- (MS)<sup>2</sup> regularly communicates student data and progress to both students and parents via Summit Progress Reports, Remind App, and Student Data Talks. Summit Data reports are sent out every two weeks to the stakeholders.
- The testing calendar for (MS)<sup>2</sup> is created before the start of the school year and shared with teachers. The administration of tests are distributed throughout the school year.
- The data is monitored and analyzed by grade level, subject area, and cohorts of students as they advance from grade to grade.
- Teachers, Deans, Counselors, and Support Staff loop with their students each year so they are constantly looking at the trends of their students based on data.
- Support for students, such as smaller groups/classes, are based on their educational needs as highlighted by their individual student data.
- (MS)<sup>2</sup> addresses struggling students with small group instruction.
- Students monitor their learning progress through Summit Learning and Data Chats.
- Teachers adapt their instruction to their students' learning styles and needs.
- The stakeholders of the school receive reports about results of assessments regularly.
- Assessments have been changed in the Summit Platform to address the students' weakness with word problems in Math.
- The Administration team meets with all students individually and uses the Student Data Protocol

to review their individual data, write out goals based on the student's data, inform students on their performance level, and discuss next steps. Administration then completes pulse checks with their students throughout the year.

- Teachers print off assessments from Summit Learning and use Edulastic to create a test that pulls questions from an online bank of questions based on Common Core Standards.
- Power Hour is implemented on a weekly basis, or as needed. It is a time for students to go to a specific subject area teacher for the hour and receive support in areas in which they are struggling.
- Celebrating growth and achievements on assessments are embedded in the school culture. One of the Instructional Coaches explained how “We make a big deal about testing” and how “Content assessments are huge, projects are huge, STEM Fair Projects are huge. Every test is important here.”
- Incentives, such as snacks, pep rallies, chants, apparel, and competitions, are used to get students excited about testing.
- Students have to complete a STEM Fair project in 6th grade in order to pass onto the next grade level.
- During the lunch block, there is a time for gender-based mentoring where mentors and mentees review a mentee's grades in Summit Learning and talk about strategies to improve their grades and content understanding.
- An Instructional Math Coach was hired to support math instruction and improve the school's overall math performance data.
- Before PARCC Testing, students participate in Test Prep where they are broken into their testing groups based on their gender, accommodations, and NWEA MAP Data in order to practice test-taking strategies.
- In school year 2018, 33% of 8th grade students, who were eligible to take the exam, passed and received high school credit.
- (MS)<sup>2</sup> students display growth on their NWEA MAP diagnostic tests but they are not showing consistent gains on PARCC Data.
- As a school that focuses on Mathematics and Science, (MS)<sup>2</sup> math scores on PARCC are consistently below the D.C. average.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team recommends:**

- The (MS)<sup>2</sup> staff makes an effort to increase and embed PARCC-type questions and PARCC practice tests in daily instruction.
- (MS)<sup>2</sup> Leadership Team and teachers undertake a study to assess the effectiveness of the Summit Learning Platform.
- The (MS)<sup>2</sup> Leadership Team and teachers collaborate and implement a long-term plan to maintain consistency with supports and interventions provided to students.

### Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

# DESCRIPTIVE SUMMARY OF THE SCHOOL'S LEADERSHIP AND ORGANIZATION

- **STANDARD FOR GOVERNANCE AND LEADERSHIP**
- **STANDARD FOR SCHOOL ORGANIZATION AND STAFF**

## GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION (Indicators 2.1-2.39)

**The Standard:** The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution (New Leaders Principal Evaluation Rubric)	X
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X

Administrative/Board Meeting Minutes	X
School Calendar	X
School Newsletters	X
Staff Job Descriptions	X
Staff Evaluations	X
Climate Survey	X

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The School Board of Trustees posts their yearly meeting calendar on the school website.
- The School Board of Trustees' seven-year plan includes expansion to include more grade levels and diversity of the student population.
- The School Board of Trustees is discussing strategies to track former students of (MS)<sup>2</sup> at both high school and post-secondary institutions.
- The Principal delivers a monthly report to the Board of Trustees. This report fosters communication back to the staff regarding what the Board expects to see going forward.
- The School Board of Trustees focuses on the governance of the school, not the day-to-day operations.
- The professional development action plan with specific strategies and activities was created by the Leadership Team for the staff.
- There are no voting members on the School Board of Trustees that have a background in education.
- One meeting of the School Board of Trustees is advertised as being open to the public.
- Parents and staff board members are non-voting members of the Board of Trustees.
- There are minimal opportunities for teacher leadership roles and teachers who possess leadership titles do not feel empowered to be agents of change for the school.

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The School Board of Trustees give immediate consideration to include a parental voting member on the Board.
- The School Board of Trustees consider more transparent practices with regard to having more meetings open to the public.
- The School Board of Trustees specifically designate a seat on the board for a person with a background in education.

**Recommended Monitoring Issues**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**Recommended Stipulations**

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION**  
*(Indicators 6.1-6.37[PA6.38-PA6.41])*

**The Standard:** The school’s organizational structure and climate facilitate achievement of its core values as expressed in the mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its mission. Relationships among the staff and leadership are collegial and collaborative.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staff	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	X
Policies related to school climate and organization	X
Job Descriptions	X
Central Office Staff Handbook	X
Employee Handbook	X
Personnel Policies and Handbook	X

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

### **The Visiting Team observed that:**

- The school analyzes student data in order to determine what the student needs are and how to make the necessary changes and updates to their schedule and student groupings.
- Staff outings and events inspire a sense of collegiality and community among the staff.
- During staff meetings, there is a space to acknowledge fellow staff members through shout-outs and pride awards.
- Teachers are placed into tiers at the beginning of the school year (Tier 1, Tier 2, and Tier 3) and then divided evenly between the Instructional Coaches based on the teacher's needs. Staff members that are Tier 3 are coached by Leadership Team members.
- The number of observations that a teacher receives for the school year is dependent on their tier.
- (MS)<sup>2</sup> staff receive training over the summer for the Summit Learning Platform.
- Teachers feel they require additional professional development on the Summit Learning Platform. Teachers desire that those opportunities be provided for them.
- All (MS)<sup>2</sup> staff meetings happen twice a month and all 50 staff members are expected to attend.
- Grade Level Teams meet daily during their common planning time to discuss students' behaviors, review academic trends, and contact parents.
- During common planning time, Grade Level Teams meet with parents, counselors and SPED teams.
- Every teacher has at least one planning period daily. Team leads receive two planning periods daily.
- Twice monthly, at minimum, curriculum planning meetings are held.
- The teachers at (MS)<sup>2</sup> are not unionized.
- If a teacher has a grievance, it is encouraged that they communicate to the Team Leads, who then disseminate the information to the Leadership Team during their weekly meeting. Staff members are able to go to the Director of Human Resources/Facilities with any issues.
- New Staff members to (MS)<sup>2</sup> participate in an induction and orientation program during pre-service before the school year.
- Instructional Coaches shadow the new teachers, help them set goals, and explain the Summit Learning Platform.
- The Instructional Coaches complete informal observations and share the "glows and grows" with the teacher after the informal observation.
- The principal and the Assistant Principal are responsible for completing formal evaluations of the staff.
- Staff is evaluated from a top-down process with feedback given after the observation process.
- Teachers are evaluated based on the Danielson Framework for Teaching Model.
- When a staff member is recommended for an improvement plan, it is escalated to the Principal and Assistant Principal. The staff member is then given a specific timeline to improve on the designated area of weakness.
- At (MS)<sup>2</sup> the Instructional Coaches are in charge of supporting staff with instruction and the Dean of Students is in charge of supporting the staff with the classroom culture.
- At (MS)<sup>2</sup>, teachers loop with their students as they move up from each grade level.
- Teachers seek one another as resources regarding the content due to looping requirements.
- The (MS)<sup>2</sup> Leadership Team is focusing on professional development to support teachers while building capacity.
- (MS)<sup>2</sup> hired a Communications Coordinator to manage social media, weekly newsletters, magazine features, and other public relations efforts.

- The Leadership Team is beginning to delegate more tasks to teacher-leaders.
- Interns and volunteers from Howard University complete background checks prior to working with the (MS)<sup>2</sup> students.
- Teachers are encouraged and able to attend professional development opportunities that interests them. They are also expected to bring information back to the staff and showcase what they have learned.
- Professional development is perceived as an extension of a meeting.
- In-school suspension can be assigned to students as an opportunity for them to self-correct and self-reflect.
- The staff has to remain flexible with class schedules since they often change based on student needs.
- Previously, teachers were able to observe peers; however, due to the bell schedule this year, it is more difficult to do so.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### The Visiting Team recommends:

- The Leadership Team undertakes a study of the looping of the teachers with the students to determine its effectiveness and impact on student performance.
- The Leadership Team makes provisions to allow teachers to conduct peer observations.
- The Instructional Coaches initiate a plan to implement a yearlong Induction Program that supports new teachers throughout the school year.
- The Instructional Coaches continue to further increase teacher development and capacity with new content that they are expected to learn and master each year.
- The Leadership Team attempts to establish a list of professional development opportunities that teachers can attend throughout the school year.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality that the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

# DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

In this section of the self-study, a sub-committee for each curricular area will evaluate the capacity of that curriculum to determine the school's ability for achieving the levels of student performance expressed in the Mission, Belief Statements, and Profile of Graduates.

The Descriptive Summary of Educational Program and Resources consists of the following elements:

- **Curricular Areas**
- **Self-Assessment of Standard for Educational Program**
- **Self-Assessment of Standard for Information Resources**

## CURRICULAR AREAS

### Description and Evaluation of the Curriculum Areas in the School's Educational Program

The school conducted a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment was to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas;
- coherence and consistency of the curricular component with the Foundation Documents; and
- Alignment of the curricular component with any applicable state and national curriculum standards.

### CURRICULAR AREA

### Mathematics

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

#### The Team's general observations regarding this curricular area.

- The scope and sequence for 6th - 8th mathematics from the Summit Learning Platform are based on Common Core Standards.
- The students have access to ST Math, a standards-aligned predictive online tool used to enhance conceptual understanding and skill acquisition.

- The master schedule allows for small class sizes.
- (MS)<sup>2</sup> students can be grouped in classes homogeneously.
- Math chats centered around data from the NWEA diagnostic assist students in setting long-term goals.
- Alumni who visit (MS)<sup>2</sup> share that they are successful with high school math classes.
- Students who are eligible are rostered for 8th grade Algebra I. Upon completion of the class, a capstone assessment is given; students who pass the assessment receive high school credit.
- In the school year 2018, 33% of 8th grade students that took Algebra 1 passed the end of year exam.
- Flexible scheduling allows for smaller class groupings and hybrid classes, for example 6th grade students are offered a 6th and 7th grade curriculum simultaneously.
- Some teachers are experimenting with different class structures, utilizing more math stations/centers.
- After-school events, such as the Julia Robinson Mathematics Festival and Math and Science Night, are offered. It was communicated that last year about 200 parents and students attended the school events.
- Mathcounts is offered as an after-school activity.
- Space is a hindrance for the scheduling of double math classes.
- The math instructional coach offers push-in support with students during lessons.

## Recommendations

**The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### The Visiting Team Recommends:

- The Leadership Team re-evaluates the capacity of the school and master schedule to return to a two math program for students.
- The Math Instructional Coach provides more directed development with Blended Learning strategies.

## CURRICULAR AREA

## Science

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**The Team's general observations regarding this curricular area.**

- All scope and sequence for 6th - 8th Science from the Summit Learning Platform are based on Common Core Standards.
- Each year students work on a self-directed culminating project through the Summit Learning Platform.
- Selected students participate in the D.C. STEM Fair each year. They have been awarded 1st place in one of the categories each year.
- There is a strong partnership with Howard University; the Schools of Chemistry, Pharmacy, Biology, Dentistry and Medicine provide support and mentoring to the (MS)<sup>2</sup> science program and students.
- Students use multiple learning modalities - Summit Learning Platform, interactive notebooks, and supplemental labs focused on scientific inquiry.

## Recommendations

**The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### The Visiting Team Recommends:

- Instructional staff provide weekly opportunities for all students in all classes to have access to STEM related hands-on activities.

## CURRICULAR AREA

## English Language Arts

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**The Team's general observations regarding this curricular area.**

- All scope and sequence for 6th - 8th English Language Arts from the Summit Learning Platform are based on Common Core Standards.
- (MS)<sup>2</sup> staff have the ability to adjust and add supplemental assignments to the scope and sequence of the Summit Learning Platform.
- Students show interest in the selected reading texts.
- Students' written work goes through multiple revisions with teacher and peer feedback.
- 8th grade students' written work reviewed by the MSA Visiting Team was high quality and on grade-level.
- Students have access to both digital and hard copy text.
- Classroom libraries were not easily recognizable.
- One-on-one student conferencing was witnessed in a 7th grade ELA classroom.
- Mini-lessons are not conducted consistently.

## Recommendations

**The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team Recommends:**

- All students have access to one-on-one conferencing consistently every week.
- Instructional staff become more consistent with the delivery of the Blended Learning strategy.

## CURRICULAR AREA

## History

### THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

#### **The Team's general observations regarding this curricular area.**

- All scope and sequence for 6th - 8th History subjects (World Geography, Ancient World, United States) from the Summit Learning Platform are based on Common Core Standards.
- 6th grade students were engaged in an in-depth, robust discussion of racial inequities of employment opportunities.
- The 8th grade teacher employs the use of Socratic Seminars.
- Cross-curricular planning time is available with English Language Arts.
- There are student projects centered around current and relevant topics/events including the Central Park 5 and a crime analysis of the serial podcast about Adnad Syed.
- The scope and sequence and curriculum resources for the African American History course is staff created/vetted and uploaded onto the Summit Learning Platform.

## Recommendations

**The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team Recommends:**

- The Administration along with teachers consider revising and expanding the African American History Elective to include a focus on additional world cultural experiences (e.g., Hispanic, Native

American, and Asian).

## CURRICULAR AREA

## Physical Education/Health

### THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

##### **The Team's general observations regarding this curricular area.**

- (MS)<sup>2</sup> utilizes the 2017 Physical Education Standards and scope and sequence, which comes directly from the D.C. Office of the State Superintendent of Education.
- It is mandatory for all middle school students to receive one full year of Physical and Health Education.
- Students and staff travel about 4 blocks to Benjamin Banneker Academic High School to use their facilities for Physical Education.
- Students were observed using the rooftop of the building across the street for Physical Education.
- During inclement weather, the library is used for Health class.

#### Recommendations

**The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

##### **The Visiting Team Recommends:**

- The Physical Education/Health instructor ensures that the scope and sequence received from the D.C. Department of Education is followed with fidelity.

## CURRICULAR AREA

## Music

### THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

##### **The Team's general observations regarding this curricular area.**

- This curricular area was not observed on this visit, as it is no longer offered as a course of study.

## Recommendations

**The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team Recommends:**

- (MS)<sup>2</sup> Leadership team reconsiders offering a music component in their course of study.

## CURRICULAR AREA                      Technology

### THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

#### **The Team's general observations regarding this curricular area.**

- (MS)<sup>2</sup> Implements *Project Lead the Way* (PLTW), a hands-on, exploratory science based curriculum with a focus on computer science, engineering, and biomedical science with students 6th - 8th grade.
- Instructional staff are able to choose different modules within PLTW based on student interests; students are surveyed the prior year.
- The scope and sequence comes directly from the PLTW platform.
- (MS)<sup>2</sup> received a grant to offer GenYES programming that prepares powerful teams of Student Technology Leaders (STLs). STLs work with educators, peers and IT staff to integrate technology in ways that improve student learning.
- A coding class is offered to select students.

## Recommendations

**The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team Recommends:**

- (MS)<sup>2</sup> offers a sustained and consistent Project Lead the Way Program to all (MS)<sup>2</sup> students during the middle school experience.

**THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS****Observations****The Team's general observations regarding this curricular area.**

- All scope and sequence for 6th - 8th Spanish Language from the Summit Learning Platform are based on Common Core Standards.
- Spanish class is offered to two 6th grade classes, one 7th grade class and one 8th grade class.
- The Spanish class also uses a supplemental textbook - Autentico A/B for the 7th and 8th grade classes. This resource comes with a companion consumable workbook and access to an online resource.
- Spanish class is offered to students that are reading at or above grade level.
- Spanish class uses Duolingo as an additional online resource.
- Graduating 8th students are able to sit for an exam to determine if they can receive High School Credit for Spanish.
- The Spanish teacher uses Quizlet as an additional resource to support student engagement.
- The Spanish teacher offers after-school tutoring support to students as needed.
- 6th grade students were observed working on a worksheet packet on the Aztec Civilization.
- Students were observed completing the "Do Now" which was written in Spanish. Students were working in groups but speaking to each other in English.
- Alumni return to (MS)<sup>2</sup> sharing that are successful with high school Spanish because of the education that they received at (MS)<sup>2</sup>.

**The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.**

- (MS)<sup>2</sup> offers a service-learning trip to the Dominican Republic during the summer.

**Recommendations**

**The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team Recommends:**

- The (MS)<sup>2</sup> Leadership team continues to improve the master schedule making room for more students to have access to Spanish.
- School Administration develops a contingency plan to ensure that a world language course is always being offered to students.

## EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

*(Indicators 8.1-8.61)*

**The Standard:** An effective educational program for a school consists of both carefully planned and well-executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. The assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program	X
Education Programs Budget	X
Scope and sequence charts	X
On-line curriculum guides for each component of the educational program (Summit Learning, Project Lead the Way)	X
Master schedule	X
Policies related to the educational program	X
Departmental Meeting Notes	X
Awards and Certifications of Staff	X

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## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

#### The Visiting Team Observed:

- All core content teachers use the Summit Learning Platform to provide a Blended Learning experience for all students.
- All new instructional staff are required to attend a 5-day summer training on the Summit Learning Platform.
- The Assistant Principal creates and inputs curricular materials into the Summit Learning Platform for non-core content areas.
- There is time allotted each day to meet with students to set daily and weekly goals within the Summit Learning Platform.
- (MS)<sup>2</sup> has a 2 to 1 technology ratio. The school provides a computer for the student to have at home, if needed to complete assignments.
- (MS)<sup>2</sup> offers Spanish to students who are reading on grade level in 6th - 8th grade.
- (MS)<sup>2</sup> Tier 2 and Tier 3 student support for ELA comprise of the iLit reading program and Just Words.
- (MS)<sup>2</sup> implements *Project Lead the Way (PLTW)*, a hands-on, exploratory science based curriculum with a focus on computer science, engineering, and biomedical science with students 6th - 8th grade.
- (MS)<sup>2</sup> uses signature practices in all classrooms - Do Now, Cornell Notes, 4 Square Writing Model, display of agenda and essential question, Exit ticket.
- Student and staff schedules are fluid based on the students' needs as shown through NWEA MAP diagnostics.
- (MS)<sup>2</sup> instructional staff loop with students; teachers become a resource for other teachers new to grade-level content.
- When students fall behind in meeting their Summit Learning checkpoints, (MS)<sup>2</sup> implements Power Hour, giving the time and space for students to reach their Summit Learning goals.
- (MS)<sup>2</sup> conducts content area meetings twice a month, after-school.
- Based on the school's 2017 TNTF Staff survey, 94% of Staff believes that (MS)<sup>2</sup> implements a rigorous academic curriculum.
- The (MS)<sup>2</sup> grading policy for content areas are set and regulated through Summit Learning.
- The 4 Square Writing Model, a signature practice, was observed being implemented in a 6th grade history class.
- (MS)<sup>2</sup> ensures initial transitional success by providing a 2-week Summer Bridge program for new incoming students.

- In many classrooms students were observed exploring websites that were off task during instructional time.
- (MS)<sup>2</sup> parents feel that students are not being nurtured to meet all of their needs in the areas of visual and performance art. It was communicated that the school needs to be more balanced and focused more on STEAM, not just STEM.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Principal teaches a 6th Science Class.
- The Assistant Principal adjusts student and staff schedules to meet the educational and instructional needs of all students.
- The grade level teams meet every day during a common planning time.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team Recommends:**

- Instructional coaches continue to target staff professional development on best practices of Blended Learning.
- Instructional coaches initiate a plan to require instructional staff to submit lesson plans specifically detailing how Blended Learning is implemented in every lesson.
- School Administration, with input from Instructional Coaches, conducts an internal audit on the efficacy of the Summit Learning Platform to determine if it is meeting the needs of all learners using PARCC and NWEA data to drive the discussion.
- The (MS)<sup>2</sup> Instructional Coaches assess the scope and sequence of each curricular area annually and modify as needed.
- The educational planning team makes an effort to maximize their school master schedule to be more equitable, offering the world language and elective courses to most or all students.
- The data team at (MS)<sup>2</sup> creates a documentation system to track student growth and needed services in order to create an individualized student growth plan.
- The Assistant Principal ensures that there is an up-to-date Master Schedule at all times.
- The teachers implement the Apple School Manager monitoring system consistently to ensure that all students remain on-task during instructional time while in the Summit Learning Platform.
- The Assistant Principal addresses the loss of instructional time in the master schedule that exists because of the daily 15-minute mindfulness break and the Period 7 staggered dismissal.

## Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**Recommended Stipulations**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**INFORMATION RESOURCES STANDARD FOR ACCREDITATION**  
*(Indicators 12.1-12.15)*

**The Standard:** Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

Evidence	Visiting Team
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Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum (through Summer Bridge)	X
Inventory of information resources	X
Inventory of information technology equipment	X
Policies related to information resources and technology	X

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### The Visiting Team observed that:

- (MS)<sup>2</sup> students have access to working iPads in all classrooms 100% of the time
- (MS)<sup>2</sup> students are on-boarded with the skills necessary to be successful in regards to technology during the Summer Bridge program.
- The staff receives summer in-service to update them with on-going and new technology resources and services.
- The (MS)<sup>2</sup> staff has access to Zendesk, a helpdesk ticketing system that allows efficient IT support.
- Students are blocked from access to non-instructional websites, iPad camera feature, Google chats and other items that lead to off-task activities during instruction.
- The Director of Instructional Technology monitors and blocks access to websites when students have found “a hack” around the firewall.
- (MS)<sup>2</sup> received a grant to offer GenYES programming that prepares powerful teams of Student Technology Leaders (STLs). STLs work with educators, peers and IT staff to integrate technology in ways that improve student learning.
- The current (MS)<sup>2</sup> budget priority is the replacement of, on average, 40 student iPads per year.
- All staff computers were upgraded with greater memory during the 2018-2019 school year.
- The current data center (server room) is mobile and can be easily transferred to another site if/when a new building is acquired.
- New access points were added around the school building to increase Wi-Fi capability.
- Guest access to Wi-Fi does not allow access to the internal school server.
- (MS)<sup>2</sup> employs Clever, a secure, single sign-on portal to streamline student access to education applications and websites.
- The Summit Learning Platform, Apple School Manager, and Clever are synced to the student data

management system, PowerSchool.

- The (MS)<sup>2</sup> staff have the ability to monitor student iPad use through Apple School Manager.
- (MS)<sup>2</sup> employs Gaggle, an online student and school safety management system.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### The Visiting Team recommends:

- The Director of Instructional Technology updates the Technology Plan to reflect current online platforms that are utilized within the school community (e.g., Summit Learning, Remind, Kickboard, Project Lead the Way, Edulastic, Clever).
- The Director of Instructional Technology takes steps to become an expert with the Summit Learning Platform.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## DESCRIPTIVE SUMMARY OF STUDENT SERVICES AND STUDENT LIFE

Education encompasses every area of the child’s development. The school must, therefore, be as concerned with the quality of services offered to the children that will assure their physical and emotional development as they are with academic programs.

The Student Services and Student Life sections of the self-study are intended to assess the quality of those services and activities offered either by the school or outsourced.

The Descriptive Summary of Student Services and Student Life consists of the following elements:

- **Self- Assessment of Standard for Student Services**
- **Self-Assessment of Standard for Student Life and Activities**

### STUDENT SERVICES STANDARD FOR ACCREDITATION

*(Indicators 10.1-10.34)*

**The Standard:** The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

#### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

#### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Student Support Team Manual	X
Examples of student schedules	X
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X

Sample IEP	X
Student Health Records	X
Special Education Policy and Procedure Manual	X
Social Worker Job Descriptions	X
Sample Transcript	X
School Counselor Job Descriptions	X

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### The Visiting Team observed that:

- (MS)<sup>2</sup> Admissions staff and noted documentation reinforces the enrollment plan and procedures with congruency.
- Addressing academic and emotional needs of specific high need students is a priority among administrators. This priority drives decisions and allocation of resources.
- Counseling and Special Education staff recognize legal obligations and service students within federal timelines.
- The (MS)<sup>2</sup> student support team integrates partnerships with community organizations, hospitals, crisis resources, faith based organizations. The team also integrates support networks for parents and families in need of outside resources.
- The Counseling team fosters a multi-tiered systems approach to educating and informing staff of student needs, accommodations (504 plans), and changing needs that arise during the school year.
- Staff reports acuity of care through home visits when needed for provision of support.
- School counselors loop for a period of three years to maintain continuity of relationships and supports for students.
- Students report that they are able to access a trusted adult when needed throughout the school day.
- Students report apathy toward providing feedback to teachers, as they do not feel input was requested or acted upon in a way that would improve their school experience.
- Students report inconsistent solicitation of their input or opinion while citing specific instances when select groups were given an opportunity to share ideas.
- (MS)<sup>2</sup> Board of Trustees indicated a desire to track graduates regarding long-term success beyond high school.
- (MS)<sup>2</sup> Special Education team members meet weekly to review student needs, department issues and conduct professional development.

- (MS)<sup>2</sup> Special Education team members communicate progress with families through written progress reports and online access to student information platforms.
- (MS)<sup>2</sup> teaching staff report that student experiences, level of challenge, and readiness to learn are measured anecdotally and organically.
- (MS)<sup>2</sup> teaching staff report an inconsistent experience regarding administrative support during rollout of new programs, new policies, and changes to systems in the school which directly affect student behavioral expectations.
- There is a lack of awareness among the student body regarding how to access financial support for families in need.
- There is a lack of equity regarding how students are chosen to receive monetary support for uniforms and school events.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The counselors and school leadership team members sustain personal relationships with former students, families, and founders, which contribute to the career goals and long-term employment planning of students as well as transitional goals for students in need of specialized services.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The Director of Strategy & Logistics develops a means to track graduates regarding long-term success beyond high school to enhance the ability to recruit and retain students as well as promote growth.
- The school leadership increases communication and provide a rationale regarding the decision-making process around student placement, elective choices, student leadership opportunities and the availability of student resources for those in need.
- The school leadership seeks and leverages staff and student input and perspectives when planning for activities, initiatives, and goal setting that ultimately impact the student experience.
- Instructional staff employs a data driven method to measure student feedback on their educational experience.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent**

but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION**  
*(Indicators 11.1-11.19)*

**The Standard:** A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate promotes growth in student leadership and social interaction skills and encourages students’ special interests.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

Evidence	Visiting Team
Data from Observations and Interviews	X

Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X
Student handbook (e.g., student expectations)	X

## C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### The Visiting Team observed that:

- Administration integrates multiple opportunities for student life enhancements based on interest and established need.
- (MS)<sup>2</sup> staff are enriching the student experience through outreach with the University population; this enables mentorship and research.
- Students are involved in extended learning outside of the classroom through partnerships and after-school programming.
- Staff conduct in-take interviews, which allow for family and student acclimation to the school’s culture.
- The (MS)<sup>2</sup> environment contains many visual reminders of expectations, the behavioral code, and the PRIDE statement.
- The hallways, classrooms and stairwells contain empowering and encouraging statements regarding self-esteem, positive behavior and life-long learning goals.
- Encouragement is conveyed through awards, incentives, and motivators, which take into account student requested and suggested events; although it was noted that all student voices do not feel represented in this process.
- Yearly events cultivate a timeline for promoting and developing a desire to attend the school and lead to parent selection of the school. These include: The White Party, Welcome Back BBQ, Providing support to families in need, and ongoing support to Howard University students.
- The positive perception and community awareness of the school among potential applicants and receiving high schools exists due to the successful execution of the recruitment processes.
- Students report a sense of being mistreated, citing issues with fairness and privilege, which stem from a lack of understanding and unawareness for how decisions have been made.
- Students and teachers of (MS)<sup>2</sup> report a variance of perceptions regarding inconsistent

enforcement of expectations and behavioral consequences.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The school employs federal grants to develop more opportunities and enrichment for academics, field trips, experiential learning and overnight adventures.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The Leadership Team increases the student sense of ownership and involvement in decision-making across the student body.
- Student Support Team creates an equitable process to establish student need and equally distribute resources to students who may benefit.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## DESCRIPTIVE SUMMARY OF MAINTENANCE AND OPERATIONS

This section will examine three areas of the operation and maintenance of the school – Finances, Facilities, and Health and Safety. To ensure the effective implementation of all three, schools must have the appropriate policies, procedures, and resources in place.

The Descriptive Summary of Maintenance and Operations consists of the following elements:

- **Self-Assessment of the Standard for Finances**
- **Self-Assessment of the Standard for Facilities**
- **Self-Assessment of the Standard for Health and Safety**

### FINANCES STANDARD FOR ACCREDITATION

*(Indicators 4.1-4.17)*

**The Standard:** Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes are dedicated to the school’s operations.

#### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

#### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Current operating budget (for main campus and each branch campus)	X
Certified external audit letter conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	
Long-range financial plan	X

Schedule of student tuition and fees (for non-public and proprietary institutions)	---
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	---
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X
Financial Statements and Supplementary Schedules Together with Reports of Independent Public Accountants (For the Years Ended June 30, 2018 and June 30, 2017)	X
Job Descriptions	X
Report of Annual General Board Meetings	X
Board of Education Agenda and Minutes	X
Facilities Budget	X
Depreciation Budget	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- (MS)<sup>2</sup> receives outside funding from grants.
- The budget is based on student needs as highlighted by the school.
- The budget supports the teachers because they are able to request what they need from the administration (i.e. instructional materials).
- The budget items are determined by the school priorities but ultimately approved by the governing board of trustees.
- The budget is now published on the school website and is now more readily available to the parents versus it being published on an external website

- The Board of Trustees report (MS)<sup>2</sup> has only experienced one to years of deficit thus far in its existence.
- (MS)<sup>2</sup> keeps a balanced budget so that there is a reserve but there is also flexibility for the school to grow.
- Parents supplement the budget by paying for extracurricular activities.
- The Board of Trustee Members and Treasurer stated, "...don't let the budget drive the organization- the budget is supposed to help, not drive."
- The (MS)<sup>2</sup> process for purchases and requisitions is followed with checks and balances in place.
- Staff that participates in the (MS)<sup>2</sup> after-school programming receive a stipend.
- When staff are asked to complete something that is outside the scope of their contract, they can receive a stipend.
- The (MS)<sup>2</sup> staff salaries, contracts, and additional stipends are all set by the Leadership Team and Board of Trustees.
- Teaching staff indicated a desire to be paid on a systematic bi-weekly pay schedule.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### The Visiting Team recommends:

- The Administration and Finance Committee enable input from all stakeholders with a public review when creating the annual budget.
- The Human Resources Personnel review payroll scheduling and policy.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## FACILITIES STANDARD FOR ACCREDITATION (Indicators 5.1-5.14)

**The Standard:** School facilities are safe, clean, and well maintained. The physical environment supports the delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	X
Facilities Budget	X
Elevator certificates held by university maintenance	X
Surveillance policy	X

Documented tools for communication during emergencies	X
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## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### The Visiting Team observed that:

- There is a constant attempt to maintain a clean and safe environment in the school.
- Storage closets, maintenance closets, IT equipment are secured and maintained in a safe manner.
- Grade Level Deans provide student access to restrooms or elevators during class times, which prevents wasted time, vandalism or misuse of property by the student body.
- (MS)<sup>2</sup> utilizes a generator for back-up protection of data during a power outage.
- (MS)<sup>2</sup> implements a system of restricting student access to areas designated for staff only.
- The teaching staff is aware of the procedure in place for requesting service of minor facility needs in classrooms.
- Successful execution of agreements with the university is not developed to include all repairs necessary for safety.
- There are multiple classroom doors that do not lock for secure shelter in place.
- The building is leaking and roof repairs are warranted.
- Areas in the school are inaccessible to students and staff and two staff offices are nonfunctional due to awaiting repair of the roof.
- The Director of Strategy and Logistics stated that (MS)<sup>2</sup> is third in line at Howard University for a new roof.
- Verbal reports from the Board of Trustees and the Chief of Operations are incongruent with anecdotal reports of staff, administration, and Leadership Team. One example pertains to the timeline and acquisition of a new building to accommodate the growing student body and the much needed instructional and physical space.
- The Facilities Plan as presented by the planning team did not speak specifically to the relocation and expansion plans referred to during the interview phase with stakeholders.

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

#### The Visiting Team recommends:

- The Head of School/Principal establishes a committee to audit the facilities plan for long-term facilities in order to support the future growth plan and vision of the school.

### Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
5.1 5.1.f 5.1.g 5.1.h	Provides sufficient and appropriate facilities for all aspects of the school’s educational programs, activities, and services including: Student Activities; Student Services; and Safe and Secure storage of school property, equipment, official records and materials.	The team recommends the following: A) School Leadership execute a concrete plan to work with Howard University to repair or replace the roof of the school, OR  B) As a short-term strategy, school leadership prepare the school’s budget to accommodate the maintenance of the school facility and assume the responsibility from Howard University’s Facilities Management, OR  C) School administration and staff work to secure an outside grant or a University donor to fund the project to repair or replace the roof.

## HEALTH AND SAFETY STANDARD FOR ACCREDITATION (Indicators 7.1-7.18)

**The Standard:** A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety,

preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Creed / Code of Conduct	X
Student Behavior Infraction Levels/ consequences	X
Discipline Policies	X
FERPA Policy	X
University Provided Access to Permits, Inspections	X
Certificates of CPR Certification	X
Integrated with University Emergency Alert System	X

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The Board of Trustees openly acknowledge space constraints, maintenance issues, needed repairs and the desire for an enhanced environment.
- The hallways, classrooms and stairwells in shared spaces convey positive reinforcement and reminders of behavioral code and uniform expectations.
- Evacuation maps are displayed prominently in the hallways.
- Partnerships with Howard University promote exposure to a variety of mentors and adults who model healthy lifestyles and choices.
- Agreed-upon expectations for student behavior permeates documents, spoken reiteration, and visible actions with follow-through; however, staff and student perceptions reflect inconsistent follow-through on higher-level infractions.
- The (MS)<sup>2</sup> administration acknowledges varied temperatures in the school as a hindrance to students' ability to focus, concentrate and learn.
- (MS)<sup>2</sup> makes a consistent effort to work with university leadership on reviewing and updating emergency procedures.
- The caring and respectful (MS)<sup>2</sup> culture allows for open conversations in safe spaces for both students and staff in many instances.
- The Health Services staff integrates health records and management of daily health needs.
- The Health Services staff integrates monitoring and support of special medical requirements.
- The limited number of staff employs skills and certifications to administer emergency medicine or assistance.
- The Principal instills a sense of hard work, combined with balance for life, health and wellness through modeling and personal policy.
- Staff wellness and self-care are discussed among the Leadership Team; but this was not reflected by staff as areas of emphasis.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team recommends:**

- The Director of Strategy & Logistics intensifies efforts to train all staff and standardize check-in systems for visitors and guests, which will increase safety and security.
- The Director of Strategy & Logistics increases training for staff to include the use of EPI Pens, First Aid Training, AED, and CPR.
- The Leadership Team carefully evaluates the current access points to the student body related to unlocked doors and propped open doors at entryways.
- The administration reconsiders a policy requiring the placement of evacuation maps in all classrooms, offices, closets, bathrooms, and hallways.

## Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## SCHOOL IMPROVEMENT PLANNING

In this section, the Team reports on the school’s self-assessment of the Standard for School Improvement Planning, and their Plan for Growth and Improvement.

As the final component of its self-study, the school develops a plan to improve those areas of student performance and organizational capacity that emerged from the self-study as the areas that are the highest priorities for improvement. The protocol requires that the improvement plan has three components:

- Three, four, or five measurable objectives, two of which must focus on improving areas of student performance;
- Multi-year action plans to achieve the objectives; and
- A system for monitoring implementation of the action plans and achievement of the objectives.

### SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

*(Indicators 3.1-3.8)*

**The Standard:** The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school’s philosophy/mission and its operational plans and are focused on continuous improvement of student performance, staff professional and organizational growth.

#### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

#### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Improvement plan inclusive of academic goals	X
Development/institutional advancement plan	---
Current Admissions plan dictated by DCPCSB	X
Policies related to school improvement planning	---

Facilities Long Term Plan	X
Former Professional Development Plan	X
Copies of planning team minutes	X
Agendas for Leadership Team planning / data meetings	X

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- All (MS)<sup>2</sup> staff are able to articulate the enrollment process, standards, and procedures with consistency.
- Administration and The Board of Trustees are informed and in alignment regarding the long-term academic proficiency objectives.
- (MS)<sup>2</sup> administration is able to articulate specific academic goals and expectations.
- The existing professional development plan has been written but has not yet been updated to include current coaching staff.
- The Board of Trustees employ a realistic viewpoint of the school's current ability to achieve long-term goals and acknowledge loftiness of said goals.
- The Board of Trustees acknowledge the needed resources, which will be required in order to realistically meet long-term goals.
- (MS)<sup>2</sup> Leadership Team attempts to relay goals through organic conversations contributing to the possible lack of congruence throughout the organization.
- School-wide knowledge of long-term goals and specific targets does not permeate through the staff or student conversations.

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The School Improvement Planning Team updates the Professional Development Long-term Plan to

include the currently implemented Danielson Observation Method.

- The School Improvement Planning Team establishes a concrete plan to communicate and share long-term goals and expectations with all stakeholders.
- The Teacher Leaders strategically tailor the varied interventions to best meet the specific needs of their students through measurable goals.
- The School Leadership Team incorporates student and teacher voices when making proposed changes to policies and procedures.

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

# THE PLAN FOR GROWTH AND IMPROVEMENT

## A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

Action plans describe the methods the school will use to accomplish its Mission/Philosophy and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the “doing” part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school’s Plan for Growth and Improvement according to the criteria for effective action plans.

### Technical Review

The Team was provided with a copy of the school’s approved Technical Review.	X	YES		NO
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### A.1. Objective #1

X	This is a student performance objective
	This is an organizational capacity objective

By 2026, 80% of all 6th, 7th and 8th grade students will meet or exceed proficiency on the PARCC assessment in English Language Arts and on the NWEA Map – Measure of Academic Progress

assessments.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?**

- None at this time.

#### A.2. Action Plan for Objective #1:

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?		X
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?		X

Include enough activities to ensure that the objective will be achieved?		X
Address as many aspects of the institution's programs, activities, and services as appropriate?		X
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?		X
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

**What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?**

- The ELA Instructional Coach takes steps to guide ELA teachers with developing a detailed quarterly plan of action that will lead to 80% of students meeting or exceeding proficiency on the PARCC and the NWEA Map assessments.
- The Planning Team reviews the action plan and takes steps to encourage ELA teachers to join the Planning Team that will review the action plan over the next three years.
- The ELA Instructional Coach and teachers identify and implement a monthly progress monitoring tool to assess student progress with fluency, comprehension, and vocabulary.
- The Planning Team with ELA teachers establish benchmarks as part of the action plan in order to measure adequate progress toward completion of the goal.
- The ELA Instructional Coach and ELA Teachers identify and list all instructional resources that will be implemented in addition to the use of Summit Learning to aid students with meeting or exceeding proficiency on the PARCC and the NWEA Map assessments.
- The ELA Instructional Coach and ELA Teachers examine the ELA curriculum and identify gaps in the curriculum that may not support the annual targeted scores for 2020-2023 and develop a plan of action to address the curriculum gaps.

**A.3. Objective #2:**

X	This is a student performance objective
	This is an organizational capacity objective

By 2026, 80% of all 6th, 7th and 8th grade students will meet or exceed proficiency on the PARCC assessment in mathematics and on the NWEA MAP – Measure of Academic Progress assessments.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?**

- None at this time.

#### A.4. Action Plan for Objective #2:

Does this action plan:	YES	NO
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Include strategies/action steps that are comprehensive in scope?		X
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?		X
Include enough activities to ensure that the objective will be achieved?		X
Address as many aspects of the institution's programs, activities, and services as appropriate?		X
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?		X
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

**What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?**

- The Math Instructional Coach takes steps to guide Math teachers with developing a detailed quarterly plan of action that will lead to 80% of students meeting or exceeding proficiency on the PARCC and the NWEA Map assessments.
- The Planning Team reviews the action plan and takes steps to encourage Math teachers to join the Planning Team that will review the action plan over the next three years.
- The Math Instructional Coach and Math teachers identify and implement a monthly progress monitoring tool to assess student progress with Computational Fluency, Fact Fluency, Math Application: Conceptual & Procedural, Word Problem Solving, Algebraic Concepts, and Vocabulary Development.
- The Math Instructional Coach and Math teachers research and implement a math intervention program that addresses the six math areas of concerns (Computational Fluency, Fact Fluency, Math Application: Conceptual & Procedural, Word Problem Solving, Algebraic Concepts, and Vocabulary Development) and includes weekly assessments to progress monitor student growth.

- The Planning Team and Math teachers establish benchmarks as part of the action plan in order to measure adequate progress toward completion of the goal.
- The Math Instructional Coach and Math Teachers identify and list all instructional resources that will be implemented in addition to the use of Summit Learning to aid students with meeting or exceeding proficiency on the PARCC and the NWEA Map assessments.
- The Math Instructional Coach and Math Teachers examine the Math curriculum and identify gaps in the curriculum that may not support the annual targeted scores for 2020-2023 and develop a plan of action to address the curriculum gaps.

**A.5. Objective #3:**

	This is a student performance objective
X	This is an organizational capacity objective

By 2026, Howard University Middle School of Math and Science will have a fully developed professional development/coaching plan for the instructional staff that is aligned to instructional best practices, the purpose of which is to change instruction so that it meets the needs of student based on data.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?		X
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	

Is the objective reasonable and achievable?	X	
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**What recommendations can the Team offer to the school for any areas evaluated “No” and/or to improve the clarity and focus of this objective?**

- The Leadership Team utilizes the data from teacher retention and turnover rates, professional performance reviews and student surveys to formulate baseline data that can be measured over time for at least the next three years.

#### A.6. Action Plan for Objective #3:

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?		X
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?		X
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution’s programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?		X
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

**What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?**

- (MS)<sup>2</sup> formulates a professional development committee comprised of teachers, student services staff and support staff.
- (MS)<sup>2</sup> identifies specific professional development topics to be included in the long-range professional development calendar.
- The professional development committee develops a specific walk-through tool with areas of focus that gather data on the effectiveness of the acquired professional development impacting student instruction, student performance and a student’s overall development as a scholar.

## B. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

**In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.**

### The Requirements of the Protocol for the Plan for Growth and Improvement

**In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.**

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
<ul style="list-style-type: none"> <li>● One or more assessments for each objective</li> </ul>	X	
<ul style="list-style-type: none"> <li>● Baseline data for at least one assessment for each objective</li> </ul>	X	
<ul style="list-style-type: none"> <li>● Technical approval of the objectives</li> </ul>	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol and 2) any areas in which the school exceeds the requirements of the protocol.**

**The Visiting Team observed that:**

- The Planning Team made efforts to create objectives that related to their core values- P.R.I.D.E. and the (MS)<sup>2</sup> Student Creed.

- The school’s student performance objectives directly tie to the teachers’ efforts to engage student learning and increase student outcomes on standardized assessments.
- The school’s organizational capacity objectives reflects the teachers who expressed a need for additional professional development as responses on the D.C. Charter School survey.
- The school has a Professional Development Plan dated 2017-2018 that includes the areas of philosophy, needs assessment and goals/implementation plans.
- The school created objectives to address instructional methods, professional development and overall student growth.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### The Visiting Team recommends:

- The entire staff collaborates and generates an evaluative tool with indicators that will specifically measure over time (MS)<sup>2</sup> growth and efficacy with the Middle States 12 standards.

### Recommended Monitoring Issues:

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

Requirement of the Protocol	Recommended Action
NONE	

### Recommended Stipulations:

**In this section, the Team lists any requirement(s) of the protocol the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

Requirement of the Protocol	Recommended Action
NONE	

## ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Associations Visiting Team is charged with making a recommendation to the Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school’s community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

### ACCREDITATION WITH STIPULATIONS

An institution “Accredited with Stipulations” is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. However, the institution has been given significant Stipulations in one or more areas that require follow-up and monitoring in order to ensure that the Stipulations are met. In such cases, MSA will identify the Stipulations and specify the nature, purpose, timelines, and scope of any corrective action required or additional information to be submitted to the Commission by the institution. Subsequent reports and/or onsite visits may be required to provide the Commission with assurance that appropriate corrective action has been taken. Corrective action must take place within the specified time limit unless otherwise approved by the President.

The Visiting Team recommends the following Stipulation(s):

- A) School Leadership execute a concrete plan to work with Howard University to repair or replace the roof of the school, or
- B) As a short-term strategy, prepare the school’s budget to accommodate the maintenance of your facility and assume the responsibility from Howard University’s Facilities Management, or
- C) School administration and staff work to secure an outside grant or a University donor to fund the project to repair or replace the roof.

#### Recommended Stipulations

Indicator No.	Requirement of the Standard	Recommended Action
5.1 5.1.f 5.1.g 5.1.h	Provides sufficient and appropriate facilities for all aspects of the school’s educational programs, activities, and services including: Student Activities; Student Services; and	The team recommends the following:  A) School Leadership execute a concrete plan to work with Howard University to repair or replace the roof of the school, OR  B) As a short-term strategy, school

	<p>Safe and Secure storage of school property, equipment, official records and materials.</p>	<p>leadership prepare the school's budget to accommodate the maintenance of the school facility and assume the responsibility from Howard University's Facilities Management, OR</p> <p>C) School administration and staff work to secure an outside grant or a University donor to fund the project to repair or replace the roof.</p>
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## NEXT STEPS

As Howard University Middle School of Math and Science proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**  
The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.
- **Implement the Plan for Growth and Improvement.**  
When the Middle States Association grants accreditation to a school using the *Designing our Future* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.
- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**  
As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.
- **Conduct Periodic Reviews of the Plan for Growth and Improvement**  
While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.
- **Complete a Mid-Term Report**  
At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.
- **Prepare for Reaccreditation**  
At the beginning of the sixth year of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Designing our Future* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

# SUMMARY AND CLOSURE

Howard University Middle School of Math and Science

October 28-31, 2019

Designing Our Future TEAM VISIT

## ORAL REPORT

Good morning, Ms. Procope, Internal Coordinators and members of the Planning Team. I am Dr. Janicka Newbill, chair of the Middle States Visiting Team to Howard University Middle School of Math and Science. The other members of the Team and I are pleased to see so many members of the school community present to hear our report. When we leave Howard University Middle School of Math and Science at the end of this report, we will know that we have had a full and rich experience in your school. We appreciate the warm reception we have received and the candor with which you have shared your deepest concerns and greatest wishes.

This oral report is a brief summary of the major points that will likely be included in the written report, which will follow in approximately 2 to 4 weeks.

At the conclusion of this oral report, we will leave your school. We are not able to entertain any questions or enter into any discussion. However, you will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

At the outset, I want to recognize and thank publicly the other members of our Team for their service to you and to the Middle States Association—Dr. Gina Guarino Buli, Ms. Kerry Routh, and Ms. Ellen Slobodnik. This was an outstanding team of educators. I do not know if you are aware of this, but these educators are all volunteers who have given their own professional and personal time to provide this service to you. The team members were strangers to each other before they came together here on Sunday evening. They have worked hard day and night to conduct as thorough of an evaluation of your school as possible. It is a tribute to their professionalism and expertise that they were able to quickly coalesce as a team and produce such fine work in service to your school. I am sure you will join me in thanking them for their service.

It is important that you know that accreditation is a voluntary activity. We are here because you invited us. You asked us to study the work that you are doing and your plans for the future. Therefore, we came here with several purposes.

First, we were charged with ensuring that Howard University Middle School of Math and Science meets the Middle States Standards for Accreditation.

In addition to meeting the standards, the protocol you chose—*Designing Our Future*—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to achieve those goals. In addition, your school was asked to develop one or more organizational capacity objectives. The expectation is

that, after the team leaves, you will faithfully implement your improvement plan over the next seven years and make a good faith effort to achieve the goals you set.

We came as your “critical friends.” What I mean by this is that we came to look and listen with discerning eyes and ears as professional friends and colleagues. What we have to say to you is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived.

We asked nearly all of the groups with whom we met to identify what they see as the primary strengths of your school. The responses can be summarized by the words, “A Safe and Unique Community.” As we entered through the ornate iron gates of Howard University, it became immediately clear that we were in the atmosphere of a historically black university uniquely sheltering 6<sup>th</sup> to 8<sup>th</sup> grades students nestled among the campus grounds. This sentiment was reinforced when we heard from staff, students, and parents that what makes (MS)<sup>2</sup> unique is the location of your school, on a HBCU campus, with a STEM focus complete with multiple resources for successfully serving students of color.

From the moment we entered the school, we saw and heard that this is a special and distinctive place. The school lobby effectively set the tone for what was to be expected. The team immediately saw The Successful (MS)<sup>2</sup> Student Creed, the (MS)<sup>2</sup> core values of P.R.I.D.E., the (MS)<sup>2</sup> Constitution, the School-wide Goals along with words of encouragement to “be amazing today!” Along the path to the main office suite, on display were the DC Stem Fair 1<sup>st</sup> Place Awards along with a tangible display titled “(MS)<sup>2</sup> Staff Elements of Us.” This display depicted words such as resilient, passionate and proactive and dependable demonstrating the characteristics of the Howard University Middle School of Math and Science staff. Moving throughout your hallways and classrooms, we experienced an environment rich in vocabulary reflecting mantras and words of encouragement to incite reflection and the simplicity of a smile.

Because of your STEM focus, you are to be commended for the many diverse student and school awards on display in the lobby. They included the following:

- A Howard University school award for your commitment to diversifying the STEM workforce;
- The DC Science and Engineering Fair Junior Division for Behavioral and Social Sciences 1<sup>st</sup> place award;
- Team Winner Medals for 2017 and 2018 Noetic Math Contest;
- Architecture Club Bridge Design Competition 1<sup>st</sup> place awards; and
- Robotic awards from Friendship Collegiate and the VA-DC Regional Tournament for 1<sup>st</sup> and 2<sup>nd</sup> places.

When asked to identify the strengths of your school, there was one common name mentioned several times – Principal Procope. Principal Procope has brought stable leadership to Howard University Middle School of Math and Science. Principal Procope has led by example how school leaders can be adaptable and be individuals who listen to teachers, students, and parents.

As a community, you make several efforts for staff and students establish positive relationships to shape well-rounded youth with the tools they need to be successful in high school and their post-secondary endeavors. Students are connected with staff in the building where they advocate for themselves pertaining to their social, emotional, and behavioral needs. These connections are further deepened by students experiencing daily mentoring along with teachers, counselors and deans looping with their students year to year modeling for them the importance to “Choose the Extraordinary.”

Many small schools will close their doors before night fall, but Howard University Middle School of Math and Science is driven to provide ample opportunities for students to fulfill the school's mission. Your environment is vibrant with activity, although your school was described as small. While that may be true, your school did not feel small especially when students experience yearbook, Math Counts, Audio Production, Step Dance, Book Club, MYTH Mentoring, Robotics, Jewels, Incorporated, COAS Mentorship, Cross Country, Cheerleading, Volleyball and the newly formed E-Sports. All of this occurs after-school until 5:30pm along with dinner provided for students.

Your teachers and parents recognize the strong value and role that your technology infrastructure has on their students' educational experience. Your two-to-one technology ratio ensures that every student can have a sound foundation in all academic subjects.

We completely enjoyed speaking to members of the Student Council and students randomly selected by us. We were impressed with the fact that your students have high expectations of one another. We were amazed to hear that students have no issues with the national school issue of bullying. This is largely due to your students' focused commitment to learning. Students are proud to say they attend Howard University.

When we came to your school, we assumed that you not only wanted to hear from us about the strengths of your school, but also about the areas in need of improvement. Therefore, we also asked most of the groups with which we met to identify the challenges the school faces in achieving its mission.

Most of these areas and challenges may not come as surprises to you.

An overarching theme that was made known to us was a perceived lack of communication, transparency, and an opportunity to contribute across all stakeholders. While the administration indicated efforts to seek input from stakeholders it seems it may not have been done so in an explicit manner or with a clear explanation of what the feedback might yield. This has caused a lack of clarity around the purpose of actions, and changes to policy and long-term plans. This has led to a sense of unawareness among stakeholders. Some specific examples of this were provided by students and teachers. Students cited instances where their class schedule was given to them without consultation or input. Also, students have an understanding that some peers are given certain opportunities while others simply are not afforded the same options. While this may sometimes be necessary due to interventions required, staffing constraints, or budgetary issues, it is highly desirable that those very reasons are shared with students. This will lead to more opportunities to share opinions and for the trust in such processes to be gained by the children themselves.

Teachers had a very similar experience to their students; however, their needs were clearly different. When discussing the opportunity to share suggestions, request support, or weigh in on policy change there was a definite opinion of limiting the role that staff play in this purview. Some very specific examples included a recent change to HR policy regarding the accumulation of PTO/Sick time. While this change was made at the administrative level the teachers felt it was put upon them with no opportunity to discuss or have an impact. They were not aware of any specific reason for the change or if there was a goal in mind. While this change may have been necessary from a logistical standpoint, the rationale was never explained to the teachers themselves.

Conversations around the newly implemented Summit Learning Platform raised some concerns. While training for staff in this area is the norm, it should be noted that ongoing training is needed. Through conversations and observations, the team noted that this platform is a useful tool for a strong, experienced teacher. However, a new teacher will need support to supplement and manage the platform to meet the needs of all learners. This should be considered as decisions are made around the benefits and long-term success of the program.

Students' daily experience regarding access to programs, activities, and resources need to be equitable and evenly distributed across the student body. In the cases of elective classes, unique experiences and reward distribution students have remarked that they are unsure of the process to earn or be selected for these opportunities or how to access more challenging courses. Furthermore, students have a sense that if they know certain teachers/staff personally they are more likely to be provided extra support. This may or may not be the reality of the school policy, but it is the perception of the student body. This sentiment flows into behavior management as students report witnessing classmates misbehaving continuously and not responding to redirection. This is a vocalized frustration as they feel they have been collectively penalized for the actions of the group or even the previous year's groups; vs. being allowed to earn (or not earn) rewards on their own individual merits.

Now, let me move to the accreditation recommendation we will make to the Middle States Commission on Secondary Schools.

As I stated earlier, part of the decision regarding whether to recommend accreditation for Howard University Middle School of Math and Science is based on whether the school as a whole meets the 12 standards for accreditation. These standards address every aspect of the programs, services, and resources you provide for your students. They also address the school's capacity to provide an appropriate education based on the standards and expectations of your community. Furthermore, meeting the 12 standards for accreditation also includes ensuring a safe and healthy educational environment for staff and students.

We concluded that Howard Middle School of Math and Science meets the 12 standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether Howard University Middle School of Math and Science meets the requirements of the *Designing Our Future* protocol. These requirements are summarized in the following commitments you must make to be accredited:

- You must commit to plan strategically with a specific emphasis on improving student performance in the areas you identified to be priorities for your students.
- You must commit yourselves to establishing a culture of being accountable for your students' performance.
- You must be committed to involving a broad spectrum of your school's stakeholders in defining a vision for your school, in developing the means to get closer to that vision, and in designing and implementing action plans to achieve that vision. This is not to be an exercise for the education professionals only. It is expected that this will be a strategic plan owned by the entire school community and for which the entire community will be held accountable.

With regard to these requirements, we found that Howard University Middle School of Math and Science has a school improvement plan focused on improving student performance, and action plans to achieve the objectives. We also found almost universal agreement regarding the areas of student performance on which your objectives focus.

Ladies and gentleman, these are some of the major themes and findings that will be included in our written report. We offer them in the spirit of being your “critical friends” and with the desire that they will help you as you work toward achieving your mission.

Now, we get to the part you all have been waiting for. The team will recommend to the Middle States Commission on Secondary Schools that Howard University Middle School of Math and Science be **Accredited with a Stipulation**. “Accredited with a Stipulation” is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. However, the educational organization has been given a significant Stipulation in an area that requires follow-up and monitoring in order to ensure that the Stipulation is met. Your school will receive a stipulation that pertains to facilities, which directly connects to the health and safety of your staff and students. As a third party entity, we feel it is imperative that the school and the university work together to immediately rectify the leaking roof of your school. Our recommendation is a supportive effort to help your facility totally support your mission, vision, and constitution, which in summation is to provide students with a well-rounded education in a safe, supportive and enriched environment.

As we take our leave, the members of the Visiting Team wish to thank all of you for opening your school to us, for sharing with us your hopes, your dreams, and your concerns, and for your wonderful hospitality. Our experience here has been a rich and rewarding one.

Many thanks go to Mr. Corbet Houston and Ms. Talia Robinson, your Internal Coordinators, for their hard work in preparing your school for our visit, for organizing our visit, and for being so accommodating and responsive to our requests and needs. A special thanks to Ms. Tiffany Edmonds for ensuring our stay, hotel experience and travel supported our efforts to be timely and thorough in our efforts as an accreditation team.

We leave you with this thought. We are convinced that your teachers, administrators, support staff, parents, board of trustees and Howard University administration and the Howard University community care deeply about and seek the best for your children. We are also convinced that when people with a passion for education and a vested interest in the overall academic, social, emotional care of the children entrusted to them come together as men and women of goodwill, extraordinary outcomes happen. The people that constitute Howard University Middle School of Math and Science have confirmed this belief for us. Although off to a rocky start prior to 2015, today under the leadership of Principal Kathryn Procope you now have a school on the trajectory path of moving from good to great. Our challenge to you now is to make being a great school a solidified reality for your current and future scholars.

We wish you success in all your endeavors.  
Thank you and be well.

## VISITING TEAM ROSTER

<b>Role</b>	<b>Name</b>	<b>School/Organization</b>
<b>Chair of the Team</b>	Dr. Janicka Newbill	School District of Philadelphia
<b>Team Member</b>	Dr. Gina Guarino Buli	Renaissance Academy Charter School
<b>Team Member</b>	Ms. Kerry Routh	Independence Charter School
<b>Team Member</b>	Ms. Ellen Slobodnik	College Park Academy