

DC Scholars Public Charter School Annual Report



For more information visit our
website at
<http://dcscholars.org/dcspcs/>

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School Description

Mission

DC Scholars Public Charter School, serving grades PS through 8 by fall of 2017, prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.

School Program

As a part of the Scholar Academies network of schools, DC Scholars Public Charter School (DC Scholars PCS) operated in 2015-16 in alignment with network-wide frameworks and practices. For the 2016-17 school year, DC Scholars will be part of the locally led DC Scholars Community Schools network of schools.

Overview of the Scholar Academies Framework for Academic Excellence: The academic framework is built around three pillars that lead to academic success: strong culture, effective instructional practices, and practical & tactical differentiation. These pillars are incorporated across strands of instructional practice and encompass what occurs within a classroom to drive results.

Scholar Academies Pillars:

Strong Culture: Culture is the foundation that propels student achievement; it is built on our four school PATH values (Prepared, Attentive, Thoughtful and Hardworking) and tied to the strong relationships between students and staff. School culture within the Scholar Academies network is positive, warm, and learning-focused. It creates an environment that drives learning and embeds the expectation that scholars can and will achieve academic success.

At DC Scholars PCS, academic excellence can only be achieved within a highly structured environment. Every minute matters. Therefore, DC Scholars teachers and students follow the routines and procedures of the school with strict precision. Consistency is an essential ingredient of school culture and discipline. DC Scholars PCS teachers build strong relationships with students and strike a balance between warm and demanding. They set and hold high expectations because they believe their students are capable of greatness.

School culture is created through two key elements: Character Education and Foundational Elements of School Culture.

- **Character Education:** The character education program is centered on PATH values and the social emotional themes of self-control and grit. Based on monthly themes, three key forums are used to support character education:
 - Daily morning meeting
 - Weekly community circle



- Student orientation and mid-year culture reset
- **Foundational Elements of School Culture:** Scholar Academies schools are safe, fair, structured, and joyful. This environment is created through consistent, network-wide expectations for physical environment, uniforms, routines and procedures and coined “Foundational Elements.” The learning environment promotes positive interactions, targeted learning, and consistent routines and procedures. Building on these consistent cultural elements, leaders and teachers are encouraged to adopt their own unique “Culture Swag” and highlight rituals, traditions, and fun activities specific to their context.

Character Education and the Foundational Elements of School Culture are supported by behavior management tools that reinforce the skills and behaviors learned in Character Education and Foundational Elements. All scholars participate in a PBIS program that rewards their positive choices through daily or weekly incentives and PATH rewards trips. In 2015-16, DCSPCS introduced a new online platform, Class DOJO, to set, communicate and reinforce positive student choices.

Effective Instructional Practices: Scholar Academies incorporates core instructional practices designed to quickly move students up to grade level. These include 1) a College Prep Curriculum 2) Common Instructional Strategies 3) Emphasized Foundational Skills 4) Attention to Rigor and 5) Multiple Instructional Approaches.

- **College Prep Curriculum:** DC Scholars PCS uses a combination of externally adopted programs as well as curricula developed by Scholar Academies to meet grade level standards, teach critical foundational skills, develop higher-order thinking and build student character. At DC Scholars PCS, a network and a school-level curriculum team worked collaboratively to create robust college prep curriculum resources for scholars in grades PS-6th grades. The team relies on the research conducted by Grant Wiggins and Jay McTighe, as outlined in their book Understanding by Design, and on David Conley’s , College, Careers and the Common Core. The latter text explores college and career readiness through four lenses. The College Prep Curriculum used all four readiness lenses to strengthen their curriculum design and implementation throughout the 15-16 school year and ensure Common Core alignment.
- **Common Instructional Strategies:** DC Scholars PCS uses common instructional practices in every classroom to increase the effectiveness of teachers and maintain consistency for our students. Instructional practices address core academic routines as well as strategies for effective content-based delivery. Common instructional practices create learning environments that are well organized, have clear learning objectives, provide students with lots of “at bats” to apply their knowledge, and place the cognitive load on scholars. In addition to the school’s instructional practices, DC Scholars PCS also provides teachers and leaders with a set of instructional standards that highlight key practices and promote teacher growth through regular individual performance dialogues. This year, the DCSPCS team partnered with The New Teacher Project (TNT) to pilot a



new rubric for coaching and transformed the CLASS rubric into a set of measurable instructional standards for teachers in PS and PK. The Scholar Academies Instructional Standards are included as Appendix E. In SY16-17, DC Scholars PCS will fully adopt the TNTP Core Rubric to serve as its new Instructional Standards.

- **Emphasized Foundational Skills:** Given the grade level gap for many students, building foundational skills in literacy and math is a critical component of instructional practice. The academic model has a balance of grade level content based instruction and explicit time for daily remediation and intervention.

At DC Scholars PCS, foundational skill building begins with PS and PK scholars. The youngest scholars engage in thematic play and small group math and literacy instruction each day. Teachers plan engaging centers that promote early literacy and numeracy skills and give our students rich experiences that build their world knowledge.

In grades K-6, the schedule includes significant time for reading and math. Scholars in grades K-2 have two teachers and engage in learning through small group rotations for 3-4 hours per day. All scholars receive targeted phonics instruction, guided reading, and small group math lessons. All K-6 scholars spend 20-30 minutes a day using iReady, ST MATH, or Achieve3000, computer based tools that support leveled learning.

- **Attention to Rigor:** DC Scholars PCS approaches teaching and learning through a rigorous lens. While many of our students require additional time to revisit and review gap skills, teachers deliver instruction for all skill levels in a manner that honor students' intellect. Lessons are challenging and push students to think at higher cognitive levels. DC Scholars PCS utilizes a variety of Teach Like a Champion strategies to stretch student thinking and shift the cognitive load to students. For SY 15-16, DCSPCS focused on Teach Like a Champion techniques including Everybody Writes, Show Call, Cold Call, and Call & Response to increase student engagement. The ECE team developed consistent practices aligned to the CLASS rubric.
- **Multiple Instructional Approaches:** Research demonstrates that students benefit from learning in more than one way. The DC Scholars approach explicitly incorporates multiple instructional approaches to math, literacy, science and social studies each day.¹ Scholars explore and master content through direct instruction, engaging technology programs, inquiry based learning, student discussions, writing, team projects, and independent reading. Lessons are designed to

¹ Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9–12*. Alexandria, VA: ASCD
Ellis, E. S., & Worthington, L. A. (1994). *Research synthesis on effective teaching principles and the design of quality tools for educators* (Technical Report No. 5). Eugene: University of Oregon, National Center to Improve the Tools of Educator



meet various student learning modalities each and every day so that all scholars can access and engage with the material.

Practical, Tactical Differentiation: Because scholars are at varying levels of achievement, differentiated learning opportunities for each student are imperative. To accomplish this, there is a focus on maximizing small group and individual instruction, which is supported by effective use of technology, targeted interventions, and data tracking to drive decision making.

- **Assessments & Data-Driven Decision Making:** DC Scholars PCS utilizes a number of assessments to evaluate student learning and teaching as well as uses a structured approach to engage with the data to monitor progress. The following assessments were used throughout the academic year:
 - Every Child Ready | PS-PK | Math & Literacy
 - NWEA MAP | Grades K-6 | Math & Literacy Growth
 - Fountas and Pinnell | Grades K-6 | Leveled Reading
 - ANET | Grades 2-6 | Math & Literacy Interim Assessments
 - Aimsweb | Grades K-6 | Foundational Math & Literacy

The school employs a cyclical approach to data collection, analysis, and action. Effective use of data provides students with targeted instruction and intentional interventions and also gives teachers and leaders time to adjust groups, instructional delivery, and plans. The DC Scholars PCS team is data driven at its core. Under the leadership of the School Director and Directors of Curriculum and Instruction (DCIs), teachers regularly review key data points and make careful instructional adjustments. The DC Scholars PCS team uses a number of data review structures including weekly data conversations, review of student performance on weekly quizzes and quarterly Data Days. Throughout the year, teachers look specifically at school-wide assessments and results to determine student readiness for content before each unit begins. Teachers adjust units to account for least mastered standards and necessary re-teaching. This year, the leadership team added a new bi-annual analysis structure , State of the Union, to do a deeper dive into the schools progress and action planning.

- **Intervention:** DC Scholars PCS increased academic intervention efforts to ensure all students were receiving targeted instruction at their level for the 2015-16 school year. Students are flagged for interventions based on the previous year's state and nationally normed tests, BOY diagnostic data, and teacher recommendations. Interventions are delivered using a research based curriculum and student progress is regularly assessed, tracked, and reviewed through Aimsweb and iReady. The school creates a careful schedule to provide daily push-in and pull-out supports as well as learning through technology. Scholars who are behind in reading receive Corrective Reading and intense Leveled Literacy Intervention (LLI) Guided Reading.



- **Effective Use of Technology:** DC Scholars PCS increased the amount of technology and blended learning instruction for the 2015-16 school year in order to maximize opportunities for individualized learning. The team added ST Math and Achieve3000 to compliment iReady in K-6 classrooms. Technology also helps the school make the most of our small group rotation structure in the classrooms.

Enrichment and Afterschool Program

A core component of a strong school program is the infusion of a robust enrichment program that is designed to support character building without compromising student achievement. After school and summer enrichment programs are critical factors in:

- Preparing students and matriculating them to college-prep high schools
- Developing a sense of community within and surrounding the school

DC Scholars PCS believes in the importance of helping students develop their unique interests beyond the walls of the classroom. In 2015-16, scholars in PS-6th grades participated in an internal afterschool program. The program featured academic support, sports, and dance as well as specialized programs including debate, robotics, and an entrepreneurship club. A group of 96 students in grades K-3 attended summer school from June through August 2016. Components of the summer programming included small group math and reading instruction, pottery, computer programming, field trips, and a mock Olympics. The afterschool and summer programs were funded through a 21st Century Schools' grant.

Family Engagement

DC Scholars PCS believes that the collective commitment from students, families, parents and the neighboring community is integral to solidifying a culture of achievement. The driving mission of the community and family engagement program is to form strategic partnerships with families, community members, and other stakeholders to increase the success and academic achievement of our scholars.

Achievement focused family engagement is critical to helping us achieve our mission and goals. DC Scholars PCS recognizes that families and community members add strength, resources, and knowledge about the children and community served. The family engagement framework consists of five major components:

- *Focus on Learning*—ensure that every initiative that DC Scholars PCS plans, develops, and launches will support the learning and academic growth of scholars, at home and in school.
- *Community Partnerships*-- identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
- *Parent Empowerment and Education*-- empower and educate parents to support schools with the academic, social, and emotional development of their children; provide information and ideas to families about how to help students at home with homework and other curriculum-related activities.



- *Communication*-- effectively communicate with families ensuring that all communication is two-way and information is accessible, understandable, and actionable.
- *Data Sharing*-- provide parents with data about their scholar's progress in school, in an easily understandable, meaningful, and actionable way.

DC Scholars PCS engages all stakeholders in a student's success, namely families, community groups, and resources, through numerous outreach efforts:

- Information sessions and detailed family orientations
- Regular (weekly) contact between instructors and parents/guardians
- Platforms for parents to participate in school-wide assemblies
- Partnerships with external community organizations

In 2015-16, DC Scholars PCS increased its family engagement efforts. This year, DC Scholars utilized a new interface to engage parents further in their scholar's educational experience. DC Scholars PCS implemented the use of Class Dojo. This software connects teachers and families in real time. Through Class Dojo, parents receive updates on their scholar's behavior, school events, as well as videos of activities and celebrations. Through using this interface, parent participation and involvement increased exponentially, as Class Dojo has proven to be user-friendly for all stakeholders.

DC Scholars also introduced a variety of new parent events and supports. Muffins for Moms and Donuts for Dads served to access parents' feedback about the school, share key updates and announcements, and allow parents to visit classes. Joyful Market, a partnership with Martha's Table, provided an opportunity for students and their parents to shop for no-cost fresh produce monthly at the school. Contemporary Family Services partnered with DC Scholars to provide counseling to children with academic struggles, social-emotional challenges, or trauma in their lives. Family therapy sessions were also available to extend support beyond students.

Continuing the strong tradition of celebrating academic success, DC Scholars maintained quarterly Honor Roll Breakfast events. These events are open to a scholar's entire immediate family. As many of our scholars have siblings in younger grades, we take this opportunity to create a platform for our scholars to be role models for their younger peers.

School Performance

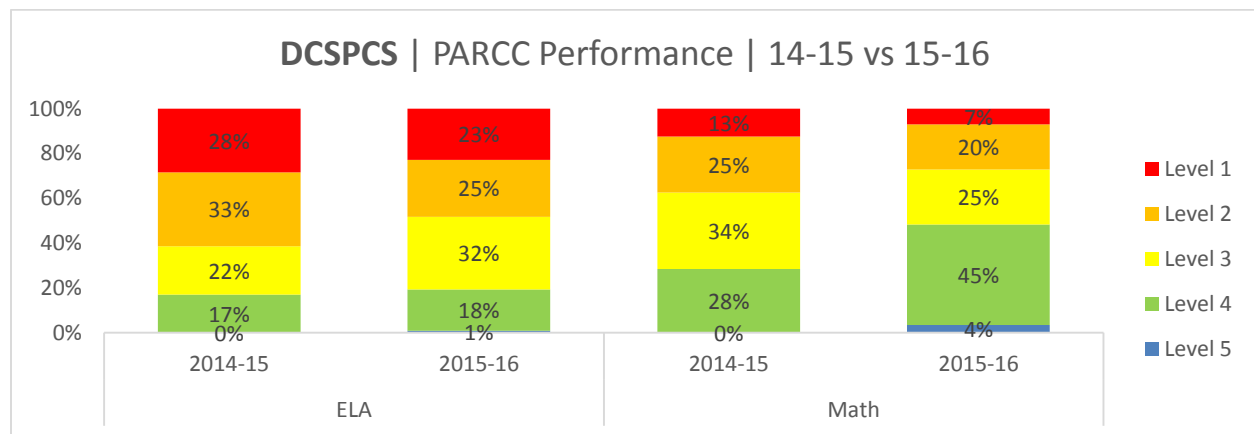
Performance and Progress

DC Scholars continues to work towards its mission: to prepare students for the path to college and provide students with the foundation of life skills to become productive members of their community. In the 2015-16 school year, DC Scholars adopted the Performance Management Framework as the school's goals. The release of Performance Management Framework data in the coming months will provide in-depth data of the school's progress

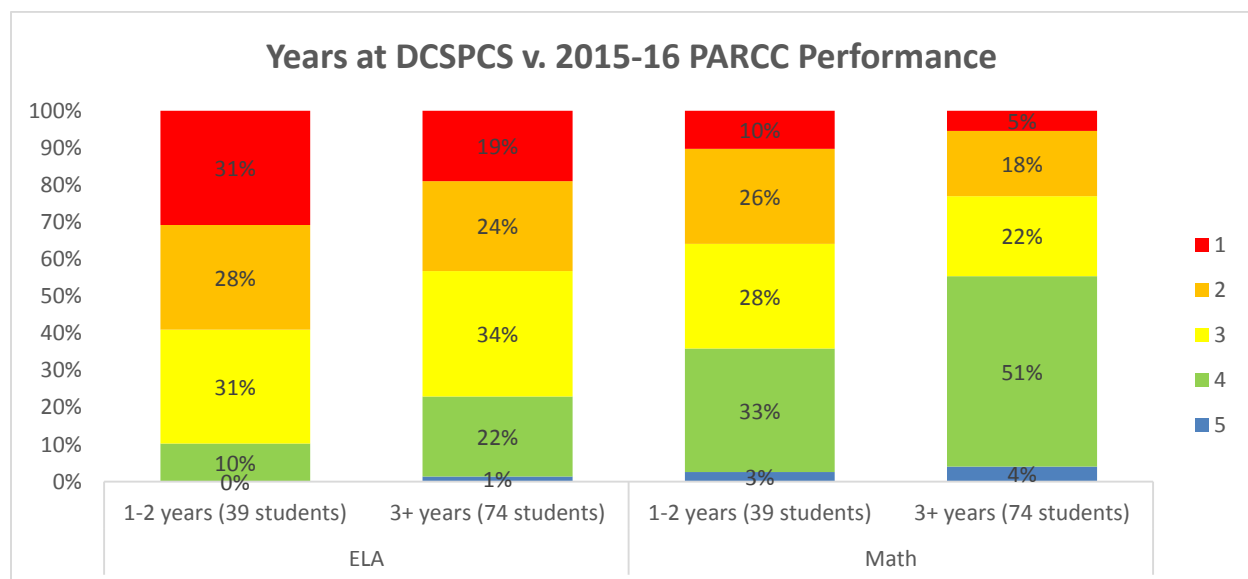
towards its mission. At the time of this report, PARCC, NWEA MAP, Every Child Ready, CLASS, and attendance data provide a partial data set as to how the school is meeting its mission.

PARCC

PARCC data reveal some areas of growth as well as bright spots for DC Scholars. In ELA, DC Scholars grew from 17% to 19% of scholars meeting or exceeding expectations in 2016. DC Scholars also increased the percentage of scholars approaching college ready targets by 10% from 14-15 to 15-16. In math, DC Scholars grew from 28% meeting or exceeding expectations in 2015 to 49% meeting or exceeding expectations in 2016 and had 4% of students scoring a Level 5.



PARCC 15-16 data also reveals a positive trend for scholars who attend DC Scholars for 3 or more years. From the graph below, one can easily see how scholars who commit to DCSPCS outperform peers who join the campus at later points.





Early Childhood Performance

Every Child Ready is administered to students in pre-school and pre-kindergarten to assess their academic readiness. In ELA, preschool performance dropped by 7% points; 84% of scholars in preschool met their growth goals in 2016 compared to 91% of scholars in 2015. Pre-kindergarten performance improved by 16% points; 78% of scholars in pre-kindergarten met their ELA growth goals in 2016 compared to 62% scholars in 2015.

In math, preschool performance fell by 11% points; 74% of scholars in preschool met their growth goals in 2016 compared to 85% of scholars in 2015. Pre-kindergarten performance fell by 14% points; 75% of scholars in pre-kindergarten met their growth goals in 2016 to 89% of pre-kindergarten scholars meeting growth goals in 2015.

The CLASS observation tool measures teacher and student interactions in pre-school and pre-kindergarten classrooms. DC Scholars grew in all three domains between 2015 and 2016 including from 5.6 to 6.08 in Emotional Support, from 5.4 to 6.1 in Classroom Environment, and from 2.5 to 2.8 in Instructional Support.

MAP

The NWEA MAP, an assessment measuring student growth, is administered to students in grades K-6 at the beginning, middle, and end of each school year. In ELA, performance was steady; 38% of scholars scored at or above grade level in 2016 compared to 38% of scholars in 2015. In math, performance dropped by 1.5% points; 48.5% of scholars scored at or above grade level in 2016 compared to 50% of scholars in 2015.

Attendance

In-seat attendance at DC Scholars grew from 92.7% in 2015 to 94% in 2016. This increase can be attributed to strong, individualized attendance plans for students who had struggled with attendance during the 2014-15 school year. Additionally, leadership team members served as grade-level leads around attendance. They called absent families each day and supported teachers with individual attendance plans. Last, the school did several rounds of attendance incentives for students and families to highlight the importance of attending daily and reward all who met or exceeded expectations.

Lessons Learned and Actions Taken

The DC Scholars PCS leadership team spent significant time over the summer reflecting on student achievement data, survey results, and the overall outcomes from the 2015-16 school year in order to inform priorities and actions for the coming year. The school has selected four priorities for the coming year in order to build upon the successes of the 2015-16 school year and work towards meeting the mission of the school:



1. Establishing a strong middle school program
2. Enhancing human capital development
3. Laying the foundation for diversity and inclusiveness
4. Diversifying and Improving Curriculum

Establishing a Middle School:

Leadership staffing changes are the first steps the school is taking to establish a strong middle school program. Since 2012, DC Scholars has operated as an elementary school, serving students from pre-school to 3rd grade, and added a grade each school year. In order to meet the needs of middle school aged students, the school will add a second principal for the 2016-17 school year. In school year 2016-17, the elementary school principal will oversee pre-school to 4th grade and the middle school principal will oversee 5th to 7th grade, and then 5th grade to 8th grade the following year. The school will also add a Middle School Director of Student Support to oversee Special Education and interventions in grades 5-7. This change is designed to allow leaders to focus deeply on a smaller set of grade levels and provide middle school students with additional developmentally appropriate academic and extracurricular learning opportunities.

Grades 5th – 7th will also move to a middle school schedule where students rotate between classes each day. Students will have eight periods with double blocks of English and math. They will also have history, high school placement, science, PE and African drumming.

In order to meet the full needs of middle school students, the school will expand afterschool offerings through a DC Physical Activity for Youth grant from the Office of the State Superintendent of Education. In addition to the academic support, arts, and debate provided in years past, the DC Scholars will provide competitive and non-competitive team sport options. Anticipated sports include soccer, track, basketball, and cheerleading.

Enhancing Human Capital Development:

The ongoing development and growth of teachers and leaders will be central to the continuing improvement of the school. Support for teacher growth will be focused through the addition of TNTP's Core Rubric for coaching and evaluation, deeper understanding of essential content, as well as the addition of the TeachBoost's online platform. DC Scholars utilized TNTP's core rubric for coaching in the 2015-16 school year. Given successes of using the common-core aligned rubric for coaching, it will become a component of the evaluation model in school year 2016-17. Leaders spent professional development time during the summer digging into the rubric and will participate in ongoing norming and professional development facilitated by TNTP in the coming year. Teachers will engage with coaches over 6-week cycles throughout the school year. Each cycle will allow the teacher and coach to dig into a particular aspect of their practice as well as the essential content of the grade level. TeachBoost will serve as an online platform for teachers, coaches, and evaluators to set goals, monitor ongoing



priorities, and share coaching and evaluation outcomes. DC Scholars anticipates greater alignment between coaching and evaluation, as well as increased transparency through the use of TeachBoost.

Support for leader growth will come from a new partnership with Relay Graduate School of Education. Middle School Principal, Tanesha Dixon, and Executive Director, Caroline Fisherow, attended Relay Graduate School of Education in Philadelphia during summer 2016. They will continue to engage with their cohort and attend weekend classes in DC throughout the school year. Additional leaders will have the opportunity to join the 2017 cohort.

Laying the Foundation to Lead and Learn for Equity:

DC Scholars seeks to create a diverse and inclusive environment for staff members of all backgrounds in order to make decisions and approach our work in a manner that values diversity and inclusiveness. DC Scholars believes it is the responsibility of everyone in our organization to make decisions and complete their work with a deep understanding and awareness of the backgrounds of our scholars and families – to teach and to lead with cultural competency and a prioritization of equitable and inclusive practices. To that end, we have partnered with an external consultant, Rachel Willis from Elevating Equity, to facilitate training for staff and conduct an initial assessment of practices around equity during the 2016-17 school year.

Middle school students will also have the opportunity to delve into their identity and community through quarterly learning experiences. This work will culminate in presentations representing their year's worth of learning during a Spring Student Symposium.

Diversifying and Improving Curriculum:

With a strong foundation of curricular resources, DC Scholars seeks to diversify elementary curricular options and build a base of middle school curricular supports. The elementary school will engage in a national pilot of the Expeditionary Learning curriculum in all three Kindergarten classrooms during the 2016-17 school year. School leaders and Kindergarten teachers spent the spring and summer visiting other schools using Expeditionary Learning models, planning for implementation, and investing families in the program. Expeditionary Learning will allow Kindergarten scholars to delve deeply into content with meaningful hands-on experiences and student-centered learning. The elementary school will also pilot The Writing Revolution curriculum as a strategy to improve student writing and develop deeper content knowledge.

With the addition of middle school grades to DC Scholars, the school will adopt a variety of curricular resources. The school will utilize Eureka Math for middle grades mathematics instruction. Expanding on the success of elementary science, the middle grades will utilize middle school Foss Kits as the base of science instruction. The Foss Kits will provide hands-on learning aligned to the Next Generation Science standards. History teachers will utilize robust curricular resources developed by the school's partners at Achievement First. Last, middle grades English teachers will incorporate Engage New York English Language Arts curriculum into teacher and network created resources from school year 2015-16.



Unique Accomplishments

Among the unique accomplishments achieved by our staff and students this year, highlights include:

Ribbon Cutting: DC Scholars completed a full building renovation in 2015 and celebrated the new, tech-ready facility in October 2015 with community and elected officials.

Facilities Award: In April 2016, the building was awarded LEED Gold Status, honoring the environmentally friendly improvements made to the building.

21st Century Afterschool Programming Partnership with Maya Angelou PCS: DC Scholars partnered with Maya Angelou to partner and win a grant to support after-school programming for students at both schools. Through the grant, students at both campuses engaged in academic and extra-curricular learning outside of school time.

Camp Keewaydin Scholarship: A sleep away camp for boys ages 8-16 with roots tracing back to its founding as a canoe tripping camp in Maine, Camp Keewaydin awarded scholarships to two of our scholars. The partnership is now in its second year.

Washington Post Teacher of the Year Finalist: Founding Teacher, Janna Huyhn was a finalist for the Washington Post Teacher of the Year Award as a result of her commitment to serving all students and exceptional impact on school culture and instruction.

White House Summit to Support African American LGBTQ Youth: Principal Rebecca Crouch served as a panelist at the White House Summit to Support African America LGBTQ Youth.

List of Donors

Grants & Contributions

Year To Date

06/30/2016

Actual

All Entities

DC Scholars Public Charter School

MCN Build	1,000.00
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Perkins Malo Hunter Foundation	75,000.00
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Stephanie Lilley	1,803.98
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Total DC Scholars Public Charter School	86,641.48
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Data Collection

SY 2015-16 Annual Campus Data Report

Source	Data Point
PCSB	LEA Name: DC Scholars PCS
PCSB	Campus Name: DC Scholars PCS
PCSB	Grades served: PK3-6
PCSB	Overall Audited Enrollment: 446

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	69	66	74	71	47	36	28	37	18
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 185 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 10.1% $\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	Expulsion Rate: 0.0% $\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.2% $\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100$
PCSB	Average Daily Attendance: 94% The SRA requires annual reports to include a school's average daily membership.

	To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated after Annual Report submission deadline $\frac{\text{number of students in the Oct. 2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$
PCSB	Midyear Entries: Validated after Annual Report submission deadline $\frac{\text{number of students who enroll after Oct. 2015 audit and remained enrolled through May 31, 2016}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	Promotion Rate: 97.3% $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2014 and Oct. 2015 audited enrollment files}}{\text{number of students enrolled as of Oct. 2015 audit}}$
PCSB (SY1 4-15)	College Acceptance Rates: Not applicable $\frac{\text{number of 12 grade students accepted to a full time college or university}}{\text{number of 12 grade students}} \times 100$
PCSB (SY1 4-15)	College Admission Test Scores: Not applicable $\frac{\text{number of current grade 12 students scoring at least 800 in SAT \& 16 or higher in ACT}}{\text{number of grade 12 students}} \times 100$
PCSB (SY1 4-15)	Graduation Rates: Not applicable $\frac{\text{number of students in cohort who graduated by June or August 2015 with a standard diploma}}{\text{number of first time grade 9 students in fall 2011 + transfers in - transfers out - emigrants - students who pass away}} \times 100$

FACULTY AND STAFF DATA POINTS	
Sc ho ol	Teacher Attrition Rate: 48% (16/35) number of teachers retired/resigned/outplaced between October 5, 2015 and first day of school in 2016 $\frac{\text{number of teachers retired/resigned/outplaced}}{\text{(number of teachers employed as of October 5, 2015)}} \times 100$
Sc ho ol	Number of Teachers: 35 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
Sc ho ol	Teacher Salary 1. Average: \$56,007 2. Range -- Minimum: \$47,300 Maximum: \$87,853



APPENDICES

- A- Staff Roster**
- B- Board Roster**
- C- Unaudited Year-end 2015-2016 Financial Statement**
- D- Approved 2016-17 Budget**
- E- Scholar Academics Instructional Standards**
- F- CLASS Rubric**

Appendix A: Staff Roster

2015-16

First Name	Last Name	Employee's Title	Highest Degree Earned	Start Date
Pete	Abbate	6 th Grade Math Teacher	Masters	8/6/2016
Alegra	Anderson	Paraprofessional	None	9/10/2014
Jeremy	Babb	Floor Dean	Bachelors	2/10/2014
Brittany	Bradshaw	Manager of Student Activities	Bachelors	8/7/2014
Michael	Brewington	Paraprofessional	Associates	3/23/2016
Jamie	Bright	Director of Student Support	Masters	7/20/2015
Chelsea	Brewer	Special Education Teacher	Bachelors	8/6/2016
Reuben	Caro	Preschool Teacher Assistant	Masters	8/6/2016
Miche'lyn	Carter	Operations Assistant	Bachelors	2/24/2016
Rebecca	Crouch	School Director	Masters	7/1/2011
Kiarna	Davis	Kindergarten Teacher	Bachelors	8/6/2014
Heather	DeBruler	Preschool Teacher	Masters	8/6/2012
Ashley	Dorsey	Special Education Teacher	Masters	1/4/2016
Jennifer	Drew	Pre-K Teacher Assistant	Associates	8/6/2012
Maura	Druhan	Kindergarten Teacher Assistant	Bachelors	12/2/2013
Robert	Earle	Special Education Teacher	Bachelors	8/6/2016
LeAngelo	Emperator	2nd Grade Teacher Assistant	None	8/4/2012
Sheri	Fisher	Kindergarten Teacher	Bachelors	8/6/2014
Stephanie	Fry	Kindergarten Teacher	Bachelors	10/16/2013
Desmond	Goodloe	1 st Grade Teacher Assistant	Bachelors	8/6/2015
Tiesha	Greenleaf	Pre-School Teacher	Bachelors	8/6/2012
Samantha	Greenwald	Director of Curriculum and Instruction	Masters	8/1/2011
Kimberly	Hargett	5th Grade Math Teacher	Bachelors	8/6/2014
Tiffany	Harrison	Operations Assistant	None	7/1/2015
Cameron	Hopewell	Dean of Students	Bachelors	8/6/2015
Janna	Huynh	4th Grade Math Teacher	Masters	8/6/2012
Trametria	Iroegbu	Kitchen Manager	None	9/18/2015
Meredith	Ives	6 th Grade Literacy Teacher	Bachelors	7/7/2014
Stephanie	Jackson	Director of Curriculum and Instruction	Bachelors	3/25/2013
Richelle	James	Physical Education Teacher	Bachelors	12/7/2016
Terra	Jiang	2 nd Grade Teacher	Bachelors	9/28/2016
Corene	Johnson	Manager of Student Activities Assistant	Bachelors	10/5/2016
Tiffany	Johnson	Chief of Staff	Juris Doctorate	6/11/2014
Sharneise	Jones	Pre-K Teacher	Bachelors	8/6/2012

Jessica	Kopas	1 st Grade Teacher	Masters	8/6/2015
Daniel	Lawson	Special Education Teacher	Bachelors	8/6/2015
Ashley	Lewis	Preschool Teacher Assistant	None	8/2/2013
Brittany	Love	Kindergarten Teacher Assistant	None	10/28/2013
Kate	McCardell	Physical Education Teacher	Bachelors	8/6/2015
John	McCormick	1 st Grade Teacher	Masters	8/2/2013
Lacey	Meneide	Preschool Teacher	Bachelors	8/6/2014
Alaina	Miller	4th Grade Literacy Teacher	Masters	8/6/2012
Chimire	Owsley	Pre-K Teacher	Bachelors	8/6/2012
Danielle	Palmer	Kindergarten Teacher	Bachelors	8/6/2014
Megan	Pantaleon	5 th Grade Literacy Teacher	Masters	8/6/2015
Sarah	Pessagno	Math Instructional Coach	Masters	8/6/2014
Ashley	Pettway	Special Education Teacher	Masters	8/6/2015
Shertoni	Pimble	Kitchen Assistant	None	7/1/2014
Ethan	Plant	3 rd Grade Literacy Teacher	Bachelors	8/6/2015

Appendix B: Board Roster

2015 - 2016

First	Last	DC Resident	Board Position	Date of Appointment (M/YY)	Renewal Date (per bylaws)	Date Appointment Expires
Amy	Boger	x	Development Committee Chair	9/15		9/18
Stephane	Carnot	x	Treasurer	2/13	2/16	2/19
Michael	Jones	x	Parent Representative	11/13		11/16
Stephanie	Lilley	x	Secretary	9/13		9/16
Tameka	Martin	x	Parent Representative	11/13		11/16
Karen	O'Neil	x	School Performance Committee Chair	1/12	1/15	1/18
William	Sarraile	x	Governance Committee Chair	9/15		9/18
Michael	Sigal	x		1/12	1/15	1/18
Robert	Weinberg	x	Board Chair	9/13		9/16
Natalie	Wexler	x		8/11	8/14	8/17
Mieka	Wick	x		7/11	7/14	7/17



Appendix C: Unaudited Year-End Financial Statement 2015 - 16

DC Scholars Public Charter School Statement of Financial Position

	Year Ending 06/30/2015 Prior year	Quarter Ending 03/31/2016 Prior quarter	Month Ending 06/30/2016 Current period	Difference
ASSETS				
Current Assets				
Cash & Equivalents				
Payroll Account - DCSPCS	2,363,043	427,162	305,614	(121,547)
BOA Operating Acct - SHADD	0	1,758,955	1,499,367	(259,589)
School Account - DCSPCS	3,053	4,330	3,132	(1,198)
Undeposited Funds	9,369	420	0	(420)
Total Cash & Equivalents	2,375,465	2,190,867	1,808,113	(382,754)
Other Current Assets				
Related Party Receivable				
Other Related Party Receivable				
DCS Due from SA	2,222	76,050	31,627	(44,423)
DCS Due from YSCS	9,202	0	0	0
Total Other Related Party Receivable	11,424	76,050	31,627	(44,423)
Total Related Party Receivable	11,424	76,050	31,627	(44,423)
Federal Revenue Receivable				
Title I Receivable	26,353	95,795	20,422	(75,374)
Title II Receivable	15,079	0	29,751	29,752
IDEA-B Receivable	0	74,593	0	(74,593)
21st Century Receivable	53,427	159,800	126,175	(33,625)
Federal Food Program Receivable	74,737	95,859	62,314	(33,544)
Total Federal Revenue Receivable	169,596	426,047	238,662	(187,384)
State Revenue Receivable				
Other State Grants Receivable	14,702	50,240	0	(50,241)
Total State Revenue Receivable	14,702	50,240	0	(50,241)
Accounts Receivable				
Per Pupil Stipends Receivable	30,923	0	0	0
Total Accounts Receivable	30,923	0	0	0
Other Receivables				
Other Receivables	0	16,211	0	(16,211)
Total Other Receivables	0	16,211	0	(16,211)
Other Current Assets				
Prepaid Expenses	5,951	6,964	6,964	0
Total Other Current Assets	5,951	6,964	6,964	0
Total Other Current Assets	232,596	575,512	277,253	(298,259)
Total Current Assets	2,608,061	2,766,379	2,085,366	(681,013)
Fixed Assets				
Leasehold Improvements	1,170,484	1,968,164	1,968,164	0
Computers & Network Equipment	377,904	383,903	391,857	7,953
Furniture & Fixtures	265,791	326,502	326,501	0
Accum Dep - Leasehold Improvements	(409,357)	(459,302)	(479,211)	(19,908)
Accum Dep - Computers & Network	(217,384)	(286,490)	(305,315)	(18,826)
Accum Dep - Furniture & Fixtures	(62,947)	(95,960)	(107,619)	(11,659)
Total Fixed Assets	1,124,491	1,836,817	1,794,377	(42,440)
Other Assets				
Investment in 5601 East Capitol LLC	0	1,827,690	1,827,690	0
Total Other Assets	0	1,827,690	1,827,690	0
TOTAL ASSETS	\$ 3,732,552	\$ 6,430,886	\$ 5,707,433	\$ (723,453)
LIABILITIES & NET ASSETS				
Liabilities				



DC SCHOLARS
PUBLIC CHARTER SCHOOL

	Year Ending 06/30/2015 Prior year	Quarter Ending 03/31/2016 Prior quarter	Month Ending 06/30/2016 Current period	Difference
Current Liabilities				
Accounts Payable				
Accounts Payable	118,165	86,376	76,414	(9,962)
Total Accounts Payable	118,165	86,376	76,414	(9,962)
Accrued Salaries & Benefits Payable				
Accrued Payroll	205,958	167,220	214,756	47,536
Accrued 403(b) - EE	3,122	119	119	0
Accrued 403(b) - ER	57,871	50,841	76,029	25,188
Accrued Voluntary Benefits	541	2,927	1,736	(1,191)
Total Accrued Salaries & Benefits Payable	267,492	221,107	292,640	71,533
Related Party Payables	8,506	35,873	27,033	(8,840)
Deferred Revenue				
Deferred Revenue	0	0	200	200
Deferred Per Pupil Revenues	0	6,888	0	(6,888)
Total Deferred Revenue	0	6,888	200	(6,688)
Total Current Liabilities	394,163	350,244	396,287	46,043
Long-Term Liabilities				
Notes Payable - Long Term				
Notes Payable - Long Term	0	1,553,690	1,553,690	0
Total Notes Payable - Long Term	0	1,553,690	1,553,690	0
Total Long-Term Liabilities	0	1,553,690	1,553,690	0
Total Liabilities	394,163	1,903,934	1,949,977	46,043
Net Assets				
Investment in Fixed Assets				
Investment in Fixed Assets, Net of Related Debt	1,124,491	2,110,816	2,068,376	(42,440)
Total Investment in Fixed Assets	1,124,491	2,110,816	2,068,376	(42,440)
Unrestricted Net Assets	2,213,898	2,416,136	1,689,080	(727,056)
Total Net Assets	3,338,389	4,526,952	3,757,456	(769,496)
TOTAL LIABILITIES & NET ASSETS	\$ 3,732,552	\$ 6,430,886	\$ 5,707,433	\$ (723,453)



DC SCHOLARS PUBLIC CHARTER SCHOOL

Appendix D: 2016-17 Approved Budget

DC SCHOLARS PUBLIC CHARTER SCHOOL PROPOSED BUDGET - SUMMARY 2016-17

	2012-13	2013-14	2014-15	2015-16		2016-17	Increase (decrease)	% change
	Audited	Audited	Audited	Budgeted	Projected	Proposed		
Total enrollment	186	301	389	448	446	502	113	29%
Revenues								
Per Pupil Funding	2,203,148	3,676,363	5,523,397	6,157,432	6,055,959	7,103,886	1,047,927	17%
Facilities Allotment	549,000	897,000	1,195,008	1,399,252	1,435,103	1,568,248	133,145	9%
Federal Revenues	746,333	947,037	661,934	818,000	977,148	1,084,263	107,115	11%
State Revenues	-	39,704	613,858	52,755	212,336	18,886	(193,450)	-91%
Contributions	143,388	133,501	163,057	124,999	86,192	125,000	38,808	45%
Student Activity Fees	4,975	17,643	29,197	10,000	10,000	11,000	1,000	10%
Other Revenues	105,824	-	105,827	-	2,789	-	(2,789)	-100%
Total Revenues	3,752,667	5,711,248	8,292,277	8,562,438	8,779,527	9,911,283	1,131,756	13%
Expenses								
Compensation	1,488,814	2,152,405	2,890,058	3,517,248	3,564,534	4,131,339	566,805	16%
Benefits	359,179	545,116	753,425	989,503	1,080,670	1,216,411	135,740	13%
Contracted Personnel & Services	497,531	620,576	678,678	760,297	696,308	961,567	265,259	38%
Curriculum & Classroom	159,256	198,372	276,305	346,815	380,617	447,400	66,783	18%
General & Administrative	88,571	120,480	185,295	227,441	221,262	275,400	54,138	24%
Technology & Communications	52,890	70,371	66,213	80,272	104,458	99,000	(5,458)	-5%
Marketing, Development & Recruitment	6,338	40,366	17,708	25,710	25,780	11,870	(13,910)	-54%
Facilities	348,123	466,485	434,025	1,217,624	1,358,358	1,388,508	30,150	2%
Management Fees	288,892	485,897	762,126	830,043	833,614	961,556	127,742	15%
Depreciation	233,194	270,934	185,559	168,000	202,017	248,333	46,316	23%
Interest Expense	-	-	-	125,368	57,875	69,210	11,335	20%
Contingency Reserve	-	-	-	86,000	-	97,000	97,000	
Total Expenses	3,522,789	4,971,002	6,249,391	8,374,321	8,525,695	9,907,594	1,381,899	16%
Change in net assets	229,878	740,247	2,042,886	188,117	253,832	3,689	(250,143)	-99%
Net assets, beginning of year	325,379	555,257	1,295,504	3,338,390	3,338,390	3,592,222		
Net assets, end of year	555,257	1,295,504	3,338,390	3,526,507	3,592,222	3,595,912		



DC SCHOLARS PUBLIC CHARTER SCHOOL

DC SCHOLARS PUBLIC CHARTER SCHOOL PROPOSED BUDGET - DETAIL 2016-17

	2012-13	2013-14	2014-15	2015-16		2016-17	Increase (decrease)	% change
	Audited	Audited	Audited	Budgeted	Projected	Proposed		
<i>inflation factor</i>								
Total enrollment	186	301	389	448	446	502	56	13%
Special education enrollment			38	52	51	63	14	27%
Total FTEs		41	55	60	64	68	4	6%
REVENUES								
Per Pupil Funding								
Per Pupil Funding - Gen Ed	2,038,644	3,261,141	4,277,835	4,815,860	4,851,308	5,474,203	622,895	13%
Per Pupil Funding - Special Ed	164,504	415,222	571,477	690,316	635,003	960,694	325,688	51%
Facilities Allotment	549,000	897,000	1,195,008	1,399,252	1,435,103	1,568,248	133,145	9%
Per Pupil Funding - Summer School	-	-	108,578	-	-	32,000	32,000	
Per Pupil Funding - At-Risk Students	-	-	565,488	651,256	569,646	636,990	67,344	12%
Total Per Pupil Funding	2,752,148	4,573,363	6,718,405	7,556,684	7,491,062	8,672,134	1,181,072	16%
Federal Revenues								
Title I	112,165	165,446	116,946	178,000	202,294	227,694	25,400	13%
Title II	16,732	35,365	15,928	41,000	53,593	60,324	6,729	13%
Title V, Part B	248,468	277,241	149	-	-	-	-	
IDEA-B	83,485	38,369	28,576	65,000	74,593	95,070	20,477	27%
21st Century	171,964	247,772	240,598	222,000	334,666	350,000	15,334	5%
Federal Food Program	113,508	182,845	259,737	312,000	312,000	351,175	39,175	13%
Other Federal Grants	-	-	-	-	-	-	-	
Total Federal Revenues	746,333	947,037	661,934	818,000	977,148	1,084,263	107,115	11%
State Revenues								
SOAR Public Facilities Grant	-	-	524,852	-	-	-	-	
SOAR Academic Quality Grant	-	30,554	71,925	40,000	77,713	-	(77,713)	-100%
SOAR Early Childhood Ed Grant	-	-	2,379	-	115,737	-	(115,737)	-100%
School Technology Fund	-	9,150	14,702	12,755	18,886	18,886	-	0%
Total State Revenues	-	39,704	613,858	52,755	212,336	18,886	(193,450)	-91%
Contributions								
Unrestricted Foundation Grants	134,500	95,000	65,000	75,000	75,000	75,000	-	0%
Unrestricted Corporate Contributions	5,000	5,000	6,000	-	1,000	-	(1,000)	-100%
Unrestricted Individual Contributions	3,888	33,501	92,057	49,999	10,192	50,000	39,808	391%
Total Contributions	143,388	133,501	163,057	124,999	86,192	125,000	38,808	45%
Other Revenues								
Student Activity Revenues	4,975	17,643	29,197	10,000	10,000	11,000	1,000	10%
E-Rate	105,824	-	102,401	-	-	-	-	
Other Revenues	-	-	3,426	-	2,789	-	(2,789)	-100%
Total Other Revenues	110,798	17,643	135,024	10,000	12,789	11,000	(1,789)	-14%
TOTAL REVENUES	3,752,667	5,711,248	8,292,277	8,562,438	8,779,527	9,911,283	1,131,756	13%
EXPENDITURES								
Compensation								
Salaries								
100 - School Leadership	295,538	452,466	573,721	685,552	679,104	651,589	(27,615)	-4%
200 - General Ed	967,446	1,284,631	1,434,833	1,798,276	1,725,888	1,911,857	185,969	11%
300 - Special Ed	131,000	109,161	218,625	291,912	265,573	408,100	142,527	54%
400 - Instructional Support	-	128,660	431,642	465,290	513,219	623,250	110,031	21%
500 - Non-Instructional Support	45,280	128,537	80,260	141,867	157,712	292,302	134,590	85%
550 - Afterschool	-	-	62,575	53,352	92,807	85,000	(7,807)	-8%
Total Salaries	1,439,264	2,103,455	2,801,657	3,436,249	3,434,404	3,972,097	537,694	16%
Other Earnings								
Employee Insurance Opt-Out	-	6,580	27,300	23,001	18,525	11,700	(6,825)	-37%
Stipends - After School	-	-	31,903	23,997	77,041	77,041	-	0%
Stipends - Saturday School	-	-	690	-	-	-	-	
Stipends - Summer School	-	3,870	17,058	-	-	10,000	10,000	
Stipends - Substitutes	-	-	-	1,001	861	1,000	139	16%
Stipends - Leadership	-	-	2,300	9,000	9,703	11,000	1,297	13%
Stipend - Other	-	-	7,150	12,000	12,000	13,000	1,000	8%
Bonuses	49,550	38,500	2,000	12,000	12,000	35,500	23,500	196%



DC SCHOLARS PUBLIC CHARTER SCHOOL

	2012-13	2013-14	2014-15	2015-16		2016-17	Increase (decrease)	% change
	Audited	Audited	Audited	Budgeted	Projected	Proposed		
Other Wages	-	-	-	-	-	-	-	-
Total Other Earnings	49,550	48,950	88,401	80,999	130,130	159,241	29,111	22%
Total Compensation	1,488,814	2,152,405	2,890,058	3,517,248	3,564,534	4,131,339	566,805	16%
Benefits								
Health Insurance								
Health Benefit	194,807	308,603	415,173	558,108	670,240	730,438	60,218	9%
Dental Benefit	10,471	16,230	23,788	26,544	31,875	41,067	9,192	29%
Total Health Insurance	205,278	324,833	438,962	584,652	702,115	771,525	69,410	10%
Payroll Taxes								
Payroll Taxes - FICA	113,894	163,832	221,686	269,070	272,572	313,561	40,989	15%
Payroll Taxes - U/C	15,243	16,057	20,751	24,666	18,879	23,486	4,607	24%
Total Payroll Taxes	129,137	179,889	242,437	293,736	291,451	337,048	45,596	16%
Retirement Contributions								
Employer 403(b) Contribution	15,264	25,794	54,128	88,178	64,167	81,510	17,343	27%
Total Retirement Contributions	15,264	25,794	54,128	88,178	64,167	81,510	17,343	27%
Tuition Reimbursement	9,500	14,600	17,899	22,937	22,937	26,328	3,391	15%
Total Benefits	359,179	545,116	753,425	989,503	1,080,670	1,216,411	135,740	13%
Contracted Personnel & Services								
100 - School Leadership	10,000	5,539	2,520	3,400	3,400	1,100	(2,300)	-68%
200 - General Ed	35,900	31,836	40,940	49,699	96,640	185,000	88,360	91%
300 - Special Ed	65,635	114,822	154,298	149,598	158,279	233,613	75,334	48%
400 - Instructional Support	-	-	2,105	2,501	-	1,400	-	-
500 - Non-Instructional Support	24,336	9,052	4,135	2,699	5,799	14,500	8,701	150%
510 - Student Health	25,072	22,344	11,856	1,502	-	10,000	10,000	-
520 - Food Program	172,722	207,339	261,768	319,798	304,190	359,954	55,765	18%
550 - Afterschool	163,666	229,644	201,056	231,100	128,000	156,000	28,000	22%
Total Contracted Personnel & Services	497,531	620,576	678,678	760,297	696,308	961,567	265,259	38%
Curriculum & Classroom								
Curriculum	29,443	33,694	65,669	74,513	56,513	81,300	24,787	44%
Books	38,471	39,179	41,482	57,903	57,903	60,000	2,097	4%
Instructional Software	-	719	14,115	15,501	24,446	17,100	(7,346)	-30%
Assessments	4,738	41,567	42,997	55,000	55,000	62,400	7,400	13%
Uniform Expense	18,683	15,421	10,494	499	1,820	2,100	280	15%
Student Incentives	-	-	3,592	998	2,999	2,400	(599)	-20%
Classroom Supplies								
100 - School Leadership			1,041	2,005	2,005	2,600	595	30%
200 - General Ed			24,051	46,309	46,309	69,700	23,391	51%
210 - Art Ed			4,898	9,432	9,432	5,000	(4,432)	-47%
220 - Phys Ed			2,472	4,761	4,761	2,500	(2,261)	-47%
230 - Science						2,500	2,500	-
300 - Special Ed			653	1,257	1,257	2,700	1,443	115%
400 - Instructional Support			2,162	4,163	-	-	-	-
500 - Non-Instructional Support			-	-	49	5,400	5,351	10836%
510 - Student Health			821	1,581	1,581	5,100	3,519	223%
520 - Food Program			129	249	3,672	5,100	1,428	39%
550 - Afterschool			126	243	13,044	14,000	956	7%
999 - Undesignated			5,696					
Classroom Supplies Total	42,469	32,045	42,051	70,000	82,110	114,600	32,490	285%
School Culture Materials	11,725	8,760	7,815	17,003	17,003	19,500	2,497	15%
Classroom Furniture Non-Asset	6,730	7,861	13,919	11,998	29,998	24,100	(5,898)	-20%
Student Trips	2,850	16,631	15,424	21,000	30,425	34,000	3,575	12%
Student Events	2,873	1,575	17,597	11,001	11,001	13,800	2,799	25%
Student Transportation	1,170	281	164	1,999	1,999	1,800	(199)	-10%
Other School Programs	104	639	985	9,400	9,400	14,300	4,900	52%
Total Curriculum & Classroom	159,256	198,372	276,305	346,815	380,617	447,400	66,783	18%
General & Administrative								
Insurance								
Liability Insurance	11,165	11,292	15,709	18,199	11,414	19,100	7,686	67%
D&O Insurance	3,000	2,808	2,006	2,100	3,908	4,000	92	2%
Student Accident Insurance	-	1,105	1,105	1,300	736	1,300	564	77%
Workers Comp	6,008	6,009	5,173	7,301	11,477	12,500	1,023	9%
Insurance Claims & Adjustments	-	(1,487)						
Total Insurance	20,173	19,726	23,993	28,900	27,535	36,900	9,365	34%
Professional Services								
Accounting/Audit Fees	19,000	20,950	24,250	22,101	25,100	25,900	800	3%
Legal Fees	-	-	8,603	8,800	8,800	9,100	300	3%



DC SCHOLARS PUBLIC CHARTER SCHOOL

	2012-13	2013-14	2014-15	2015-16		2016-17	Increase (decrease)	% change
	Audited	Audited	Audited	Budgeted	Projected	Proposed		
Payroll Service	2,842	3,348	3,247	10,599	10,136	11,100	944	9%
Benefits Administration	375	2,327	2,901	4,501	2,138	2,300	162	8%
Total Professional Services	22,217	26,625	41,001	46,001	46,194	48,400	2,206	5%
Other General & Administrative								
Printing & Reproduction	21,384	30,238	28,649	38,100	40,650	49,800	9,151	23%
Professional Development	2,257	16,545	32,443	42,998	38,998	70,600	31,602	81%
Team Building / Staff Meals	2,994	9,391	12,279	16,200	15,458	16,900	1,442	9%
Travel	3,739	3,932	9,391	12,541	7,027	3,000	(4,027)	-57%
Meals Expense	-	-	486	-	405	-	-	-
Office Supplies	12,516	10,521	29,973	31,500	31,678	34,600	2,922	9%
Other Furniture Non-Asset	2,373	3,098	2,522	2,900	4,544	5,000	456	10%
Postage & Shipping	338	164	534	600	151	200	49	32%
Bank Charges	380	239	2,695	3,002	368	1,000	632	172%
Dues & Subscriptions	-	-	-	3,199	6,700	7,300	600	9%
Business Licenses & Permits	-	-	1,093	1,300	1,514	1,700	186	12%
Misc Admin	-	-	50	-	-	-	(42)	-100%
Other Expense	-	-	-	-	-	-	-	-
Late Fees & Finance Charges	-	-	185	200	42	-	-	-
Total Other General & Administrative	46,181	74,128	120,301	152,540	147,534	190,100	42,566	29%
General & Administrative	88,571	120,480	185,295	227,441	221,262	275,400	54,138	24%
Technology & Communications								
Internet Expense	-	570	1,451	1,698	7,335	8,000	665	9%
Telephone Expense	10,832	13,994	2,063	12,376	10,116	11,100	984	10%
Classroom Computer Equipment Non-Asset	-	-	13,849	18,400	18,400	5,100	(13,300)	-72%
Other Computer Equipment Non-Asset	6,945	5,384	4,566	4,999	10,912	-	(10,912)	-100%
IT Consulting Services	27,206	46,290	36,660	28,799	34,020	48,000	13,980	41%
Software	-	-	875	1,000	9,410	10,300	890	9%
Student Database Systems	7,907	3,933	6,749	13,000	14,266	16,500	2,234	16%
Total Technology & Communications	52,890	70,371	66,213	80,272	104,458	99,000	(5,458)	-5%
Marketing, Development & Recruitment								
General Marketing	-	-	259	510	1,452	520	(932)	-64%
Student Recruitment	5,395	40,246	10,971	15,000	12,971	10,000	(2,971)	-23%
Staff Recruitment & Retention	70	-	-	700	912	1,000	89	10%
Board Meeting Advertising	-	-	108	-	311	-	-	-
Fundraising Events	673	120	6,370	9,500	10,134	-	(10,134)	-100%
Marketing, Development & Recruitment	6,338	40,366	17,708	25,710	25,780	11,870	(13,910)	-54%
Facility								
Lease/Rent Expense	265,556	376,542	326,542	1,214,423	1,350,416	1,379,908	29,492	2%
Repair & Maintenance	22,879	13,330	15,780	-	3,130	5,200	2,070	66%
Janitorial	35,956	67,437	79,993	-	265	-	(265)	-100%
Waste Removal	5,118	5,563	5,905	-	1,476	-	(1,476)	-100%
Snow Removal	-	620	-	-	-	-	-	-
Pest Control	1,675	1,775	2,683	-	-	-	-	-
Security Expense	15,856	-	-	-	-	-	-	-
Water Coolers/ Fountains	1,083	1,218	2,806	3,201	3,071	3,400	329	11%
Equipment Maintenance	-	-	317	-	-	-	-	-
Total Facility	348,123	466,485	434,025	1,217,624	1,358,358	1,388,508	30,150	2%
Management Fees								
Management Fees	275,215	457,336	668,748	755,668	749,106	864,013	114,907	15%
Authorizer Administrative Fees	13,677	28,560	93,378	74,375	84,708	97,543	12,835	15%
Total Management Fees	288,892	485,897	762,126	830,043	833,814	961,556	127,742	15%
Depreciation Expense	233,194	270,934	185,559	168,000	202,017	248,333	46,316	23%
Interest Expense	-	-	-	125,368	57,875	69,210	11,335	20%
Contingency Reserve	-	-	-	86,000	-	97,000	97,000	-
TOTAL EXPENDITURES	3,522,789	4,971,002	6,249,391	8,374,321	8,525,695	9,907,594	1,381,899	16%
CHANGE IN NET ASSETS	229,878	740,247	2,042,886	188,117	253,832	3,689	(250,143)	-99%
Net assets, beginning of year	325,379	555,257	1,295,504	3,338,390	3,338,390	3,592,222		
Net assets, end of year	555,257	1,295,504	3,338,390	3,526,507	3,592,222	3,595,912		

Appendix E: Scholar Academies Instructional Standards

The Scholar Academies Instructional and Planning Standards are the backbone of our instructional model. Our students deserve the best; by striving to align their practice with these standards, teachers will ensure that they are providing each and every student with an engaging, rigorous and transformational education. As teachers dedicate themselves to using these as a guide for continuous improvement, our network commits to providing high-quality aligned coaching and professional development to drive this progress forward.

Scholar Academies Instructional Standards				
Standard	Element	Proficient	Advanced	
Teacher Actions: 1: Not Attempted • 2: Developing (Attempted) • 3: Proficient • 4: Advanced				
Student Outcomes: 1: 0-39% of students • 2: 40-69% of students • 3: 70-84% of students • 4: 85-100% of students				
HIGH-QUALITY OBJECTIVE	Teacher Actions	1. Feasible, Rigorous and Measurable Objective	Selected objective is reasonable to be taught in a single lesson. Objective is written to drive student learning forward by targeting an essential and rigorous skill. Objective should be a key piece towards achieving unit, quarter and year-wide goals. Objective is constructed to allow it to be measured and includes a strategy for how students will achieve it, where appropriate.	Objective was expertly designed with the needs of students as well as the larger class and school goals in mind. The objective is evident in all pieces of the lesson: homework, posters, class meetings, worksheets, centers and all communication. Teacher repeatedly uses high-level strategies such as summaries and reorientation
		2. Explicit Objective	Teacher explicitly calls student attention to given objective by writing it on the board and introducing it at the beginning of the lesson in a developmentally appropriate manner. Teacher explains the	statements to draw students' attention back to the objective.



			"why" of objective being taught.	
		3. Focused Lesson	Class time is devoted to teaching the objective and teacher refers back to the objective throughout the lesson.	
	Student Outcomes	4. Objective Understanding	<i>At all points in the lesson, students know what they are doing and why they are doing it because teacher has conveyed this message. When asked by an observer, students should be able to state their learning goal in a developmentally appropriate form.</i>	<i>Throughout the lesson, students are acutely aware of what they are learning and why and how they are learning it, as well as how the objective will be assessed.</i>



Scholar Academies Instructional Standards

Standard	Element	Proficient	Advanced
Teacher Actions: 1: Not Attempted • 2: Developing (Attempted) • 3: Proficient • 4: Advanced			
Student Outcomes: 1: 0-39% of students • 2: 40-69% of students • 3: 70-84% of students • 4: 85-100% of students			
OUTCOMES DRIVEN	Teacher Actions	1. Check for Understanding	Frequent formal and informal checks for understanding help teacher assess student learning aligned to the objective. Teacher uses a variety of methods to check for understanding and asks questions to students of differing ability levels.
		2. Adjust Instruction	Teacher makes in-the-moment changes to instruction based on student understanding levels, student errors, and/or pacing, where appropriate.
		3. Differentiate	Teacher differentiates materials, instructional approaches, products and/or assessments to meet the needs of multiple learning styles and ability levels, where appropriate.
		4. Assess Objective	Objective mastery is assessed by teacher (formally or informally) at the close of the lesson in a manner that provides helpful information/data to the teacher.
		Throughout the lesson, teacher is aware of what is being learned and who is learning it. Teacher regularly and effectively checks for understanding at every key point in the lesson. It is clear that teacher has planned for potential adjustments but that s/he also strategically adjusts and provides scaffolding in the moment. When objective mastery is not obtained by all, teacher can reflect on his/her own practice and articulate clear next steps, including re-teaching and re-mastery.	



	Student Outcomes	5. Objective Mastery	<i>Objective mastery is obtained or, if objective is designed to be taught over a period of time, students show progress towards larger objective.</i>	<i>Students of all levels are aware of where they are on the continuum towards mastery, what they need to do to get there, and are ultimately able to access the material and demonstrate progress towards mastery.</i>
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Scholar Academies Instructional Standards

Standard	Element	Proficient	Advanced	
Teacher Actions: 1: Not Attempted • 2: Developing (Attempted) • 3: Proficient • 4: Advanced				
Student Outcomes: 1: 0-39% of students • 2: 40-69% of students • 3: 70-84% of students • 4: 85-100% of students				
BEHAVIORAL ENGAGEMENT	Teacher Actions	1. Clear Expectations	Teacher delivers frequent, clear, specific, sequential and positive expectations for student behavior.	Teacher pays immense attention to detail so that instructional time is maximized and distraction to student learning is non-existent. When an infrequent misbehavior occurs, it is evident that teacher is responsive to the needs and situation of each child.
		2. Classroom Management	Teacher uses individual and Scholar Academies' management tools to reinforce positive and address negative student behavior. This includes the use of the color chart and paycheck systems, the behavior management cycle, and other school and classroom incentives. Teacher narrates the positive and redirects off task behavior.	
		3. Positive and Firm	Teacher uses a positive and firm tone with students.	
	Student Outcomes	4. Directions Followed	Students follow directions and meet expectations when they are delivered by teachers.	Students are behaviorally engaged from the moment they enter the classroom with no prompting from teacher. Students are not dependent on the behavior management systems to drive their behavior but, instead, have
		5. On Task	Students are on task and hardworking during all parts of the lesson.	



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				<i>formed positive behavioral habit.</i>
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Scholar Academies Instructional Standards

Standard	Element	Proficient	Advanced
Teacher Actions: 1: Not Attempted • 2: Developing (Attempted) • 3: Proficient • 4: Advanced Student Outcomes: 1: 0-39% of students • 2: 40-69% of students • 3: 70-84% of students • 4: 85-100% of students			
SYSTEMS & PROCEDURES	Teacher Actions	1. Implement School Model Teacher uses the school wide systems and procedures with fidelity.	In this classroom, it would be difficult to imagine more instructional time being squeezed out of the day. The classroom procedures maximize time and drive student achievement and the classroom runs like clockwork. The physical environment is built to facilitate procedures and classroom routines. The classroom could serve as a model classroom for Scholar Academies systems and procedures.
		2. Efficient Procedures Teacher has put systems in place for ensuring that the classroom runs smoothly and efficiently. This includes but is not limited to: supply distribution, group work and in-class transitions.	
		3. Physical Environment Classroom is neat, orderly, organized, and purposeful. All necessary SA components are in place and careful attention is paid to aesthetic details. Hard work message is prevalent throughout the room with an emphasis on college focus and data.	
	Student Outcomes	4. Procedure Mastery <i>Students use the established systems and procedures in the classroom and follow the set routines and rituals.</i>	<i>Students exhibit ownership of the routines without prompting from teacher. Students follow procedures not out of compliance but because they recognize their benefit and purpose in the classroom.</i>



Scholar Academies Instructional Standards				
Standard	Element	Proficient	Advanced	
<u>Teacher Actions:</u> 1: Not Attempted • 2: Developing (Attempted) • 3: Proficient • 4: Advanced				
<u>Student Outcomes:</u> 1: 0-39% of students • 2: 40-69% of students • 3: 70-84% of students • 4: 85-100% of students				
RIGOR & INSTRUCTION	Teacher Actions	1. Lesson Structure	Instruction has distinct lesson components, presented logically and clearly, that align with the Scholar Academies approach.	Teacher makes it clear that s/he and the students are on a mission towards exemplary achievement and that s/he will not accept anything less. The lesson is designed masterfully to lead students towards high level thinking, application and synthesis. Teacher pushes a greater load onto students over time by gradually releasing responsibility. Teacher paces the lesson so that time devoted to rigorous instruction and engaged student practice is maximized. Teacher uses planned, well-crafted and strategic questions to consistently drive students towards higher levels of rigor.
		2. Urgency	Teacher displays urgency by delivering a well-paced lesson and maximizing classroom time.	
		3. Expect Excellence	Teacher expects students to present answers and responses that are accurate, complete, evidence-based and well presented in full sentences.	
		4. Right Strategy	Teacher uses effective and efficient strategies that are aligned to the objective to guide students to objective mastery and understanding.	
		5. Purposeful Questioning	Teacher asks students a range of purposeful questions aligned to the objective – both low and high level – and conducts follow-up questioning, where appropriate. Teacher uses wait time, prompts, and cues in	



			order to scaffold and lead students to correct answer.	
	Student Outcomes	6. Cognitive Engagement	<i>Students carry the cognitive load throughout the class period. At all points they are thinking, working, doing, or practicing the material.</i>	<i>Students are challenged to be thinking and reaching at all times and are not frustrated by the high bar that has been set. To reach the established bar of excellence, students know that they must be actively engaged at each moment, think analytically and express their thoughts confidently and professionally.</i>
		7. Participation	<i>Students are actively participating in and contributing to the lesson.</i>	



Scholar Academies Instructional Standards				
Standard	Element	Proficient	Advanced	
<u>Teacher Actions:</u> 1: Not Attempted • 2: Developing (Attempted) • 3: Proficient • 4: Advanced				
<u>Student Outcomes:</u> 1: 0-39% of students • 2: 40-69% of students • 3: 70-84% of students • 4: 85-100% of students				
INVESTMENT	Teacher Actions	1. Joy!	Teacher incorporates joy and energy into the lesson. This may include, but is not limited to: personal excitement, choral responses and kinesthetic activities.	Teacher has strong individual relationships with each student and makes the classroom a positive place of learning, achievement and excitement. Teacher emphasizes the value of hard work as a central component of the classroom.
		2. Interaction	Teacher's comments to students display respect, authority, and rapport. Teacher recognizes hard work and effort and provides specific feedback. It is evident that teacher has built positive relationships with students.	
		3. Culture	The culture of the class invites student risk taking. Teacher supports all students by creating a welcoming environment and focusing on positive values which enable students to support each other as well.	
		4. Goal Focus	Teacher makes explicit connections between classwork, student progress, data, and larger goals such as the class goal, school wide goals and path to college. Evidence of framework references are posted in the	



			classroom (i.e. data walls, achievement, high school, college).	
		5. Real World	Teacher makes connections between coursework and the students' lives. Teacher works to make material relevant to students and their perspective.	
	Student Outcomes	6. Desire	Students exhibit an eagerness to engage with the coursework and are invested in the benefits of the classroom. It is all about desire, not about compliance.	Each student is invested in his or her own success as well as the success of the class as a whole. Students are participating and behaving because they want to eat what teacher is feeding them. Students also build strong and supportive relationships with one another. Students are engaged in tracking their own progress towards their goals and understand how their classroom achievement is related to their lives and futures.
		7. Progress	Students can articulate where they stand in progress towards their goals based on individual data and achievement levels.	
		8. Connected	Students can articulate how the day's lesson is connected to their own goals, the scope of the course and their real life.	

Scholar Academies Planning Standards

P1	Create standards-based assessments , as applicable, at the unit, project, weekly and daily level to determine where students are against annual goals
P2	Backwards plan units by breaking down longer-term goals into bundles of objectives and mapping them across the unit
P3	<p>Create lesson plans so that students who complete class activities successfully will have mastered the objectives and made progress toward the annual goals. Lesson plans should:</p> <ul style="list-style-type: none"> ○ Contain what, how and why key points that lead the students towards objective mastery ○ Have components that are aligned to the objective, to the lesson assessment and to each other ○ Have lesson elements which serve their intended purpose



P4	Differentiate plans for individual students based on their unique learning profiles (including ongoing performance data) so that all students are engaged and challenged
P5	Strategically plan and prepare using data to inform decision-making, reteach and maximize student achievement
P6	Meet relevant deadlines in terms of lesson planning, graded work, and other time sensitive actions
P7	Actively communicate with parents and successfully implement school plan for familial engagement
P8	(Special Education only): Write or renew quality Individual Education Plans (IEPSs) to ensure the individualized needs of each student on the caseload are being met
P9	(Special Education only): Track and monitor progress towards IEP goals for all students on assigned caseload
P10	(Specials Teachers only): Incorporate math and / or literacy standards into lessons and ensure alignment with Primary Subject Teachers
P11	(Teachers with Co-teachers only): Maximize the use of a co-teacher by using the additional capacity to ensure differentiation, increased impact and individualized instruction



Appendix F: CLASS Rubric

Domain 1 | Emotional Support

Instructional Focus 1 Positive Climate – Do students and teachers have a positive, supportive connection?				
	Needs Attention	Developing	Proficient	Advanced
Relationships	There are few, if any, indications that the teacher and the students enjoy warm, supportive relationships with one another. The teacher and students do not appear to be connected to one another in any meaningful way and interactions may be strained or contrived.	There are some indications that the teacher and the students enjoy warm, supportive relationships with one another but there may be a constrained element to interactions at times. The teacher and students inconsistently show interest in and connections with each other.	The teacher and students generally appear to have positive relationships with one another. Most of the time, the teacher maintains close proximity to students, participates in shared activities and most members of the classroom community display physical and verbal affection with one another.	There is strong evidence of an emotional connection between the teacher and students and the teacher and student clearly enjoy being with one another. The teacher is always, or almost always, in close proximity with students, freely joins in students' activities and all members of the classroom community appear genuinely interested in each other.
Positive Affect	The teacher and students rarely, if ever, display positive affect with one another. The teacher often appear preoccupied or uninterested in students' activities and conversation. There is a notable lack of enthusiasm and enjoyment in the classroom as the day goes on.	The teacher may display positive affect with some students but not as much with others or demonstrate extremely positive affect during some periods of the day but less positive affect during others.	The teacher and students display positive affect with one another and generally seem to enjoy their time in the classroom.	The classroom feels like a warm, pleasant place to be with many instances of enthusiasm, including laughter or smiling among the teacher and students. The teacher and students give the impression that they are in a pleasant environment and that they enjoy spending time in the classroom.
Positive Communication	Communication, physical and verbal, is rarely positive. The teacher and students make no attempts to use appropriate physical affection, make positive comments or accept those from others. Teachers do not communicate positive expectations for students.	The teacher and students sometimes use positive physical and verbal communication but it is not consistent. The teacher may sometimes provide positive expectations and feedback but these communications are infrequent or are only communicated to a single or very few students.	Communication in this classroom is mostly positive. Both students and the teacher use and accept positive physical and verbal affection and the teacher consistently provides positive expectations and feedback to most students.	The teacher and students frequently use positive communications with each other. The teacher responds to students' efforts and participation with positive comments and often times, students make these comment to one another. The teacher also consistently and frequently communicates positive expectations to students.
Respect	The teacher and students communicate disrespectfully through words and nonverbal behaviors.	The teacher and students sometimes demonstrate respect although it is infrequent and not displayed by all members of the classroom community.	The teacher and students demonstrate respect by establishing eye contact, actively listening to each other and speaking in warm, calm voices.	The teacher and students always demonstrate respect by establishing eye contact, actively listening to each other and speaking in warm, calm voices. The teacher and students also always use polite, respectful language without prompting or reminders.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Communicate warmth, respect and enjoyment verbally and nonverbally <ul style="list-style-type: none">• Increase physical proximity to students in the classroom• Actively participate in shared activities and match affect with students• Encourage peer assistance and social conversation among students• Smile, laugh and emote genuine enthusiasm• Provide verbal and appropriate physical affection with students• Verbally convey positive expectations• Maintain eye contact and use a warm, calm voice with respectful language				



Instructional Focus 2 Negative Climate – Do students and teachers express negativity in the classroom?				
	Needs Attention	Developing	Proficient	Advanced
Negative Affect	All, or almost all, interactions are characterized by consistent irritability, anger, or other negative affect by the teacher and/or the students.	Many interactions are characterized by consistent irritability, anger, or other negative affect by the teacher and/or the students.	Some interactions are characterized by mild displays of irritability, anger, or other negative affect by the teacher and/or the students.	Few, if any, interactions are characterized by mild displays of irritability, anger, or other negative affect by the teacher and/or the students.
Punitive Control	The teacher always, or almost always, uses expressed negativity such as threats or yelling to establish control.	The teacher often uses expressed negativity such as threats or yelling to establish control.	The teacher sometimes uses expressed negativity such as threats or yelling to establish control.	There are rarely, if ever, times when the teacher uses expressed negativity such as threats or yelling to establish control.
Sarcasm/Disrespect	The teacher and/or students are always, or almost always, sarcastic and disrespectful.	The teacher and/or students are often sarcastic and disrespectful.	The teacher and/or students are sometimes sarcastic and disrespectful.	There are rarely, if ever, times when the teacher and/or students are sarcastic and disrespectful.
Severe Negativity	All, or almost all, interactions are instances of severe negativity between the teacher and students or among the students.	There are many instances of severe negativity between the teacher and students or among the students.	There are some instances of severe negativity between the teacher and students or among the students.	There are rarely, if ever, instances of severe negativity between the teacher and students or among the students.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Maintain positive climate by refraining from expressing negativity in the classroom				
<ul style="list-style-type: none">Use a warm, calm voice with respectful languageDeescalate student aggression and peer to peer negativity				

Instructional Focus 3 Teacher Sensitivity – Is the teacher aware and responsive to students' academic and emotional needs?				
	Needs Attention	Developing	Proficient	Advanced
Awareness	The teacher consistently fails to be aware of students who need extra support, assistance and attention. He/she is often stationary when students are dispersed throughout the classroom, does not plan activities at the appropriate level and is rarely aware of student misconceptions/misunderstandings. Students in this classroom are frequently disengaged, frustrated or confused.	The teacher is sometimes aware of students who need extra support, assistance or attention. He/she may be inconsistently aware of all students' emotional and/or academic needs, noticing the needs of some students but not others.	The teacher is often aware of students who need extra support, assistance or attention. There is some evidence that teacher has planned to prevent some problems from occurring. The teacher may notice when students in his/her immediate proximity are not engaged in a task or are struggling emotionally but is less aware of those outside his/her immediate area.	The teacher is consistently aware of students who need extra support, assistance or attention. There is strong evidence that the teacher has anticipated problems and planned accordingly to prevent them from occurring. The teacher notices when any student, no matter their proximity, are not engaged in a task or are struggling emotionally.
Responsiveness	The teacher is unresponsive to or dismissive of students and provides the same level assistance to all students, regardless of their individual needs. The teacher may cut off students' enthusiasm, efforts to share exciting news and feelings or he/she ignores or quickly dismisses their problems without providing comfort, reassurance or encouragement.	The teacher is responsive to students sometimes but at other times is more dismissive or unresponsive, matching his or her support to the needs and abilities of some students about not others.	The teacher is often responsive to the students and matches his or her support to their needs and abilities. He/she mostly acknowledges students' feelings and comments and responds to them in a timely manner.	The teacher is consistently responsive to students and matches his/her support to their needs and abilities. He/she always responds quickly, calmly and effectively when students make comments, ask questions or send behavioral signals indicating a need for help or attention. The teacher always follows up with students' to ensure their needs have been met.



Addresses Problems	The teacher is ineffective at addressing students' problems and concerns. The teacher is not focused on her students' needs and seems out of touch with them to such a degree that even when she tries to help them, the attempts fail to effectively resolve the students' problems.	The teacher is sometimes effective at addressing students' problems and concerns. At times the teacher may acknowledge a student's distress but his/her approach to problem solving may be to minimize the concern as not being important and try to get the student to move one without having adequately processed the student's problem.	The teacher effectively addresses students' problems and concerns. The teacher's efforts to respond to students communicates genuine concern and he/she is typically successful at soothing the students. Students rarely return to the teacher for help because their problems are mostly addressed the first time.	The teacher is consistently effective at addressing students' problems and concerns. He/she is very in tune with his or her students, meaning that he/she consistently is able to see what students need both academically and socially and provides support to them in a timely manner. The students of a highly sensitive teacher do not need to repeatedly seek out the teacher's help because their problems have been addressed the first time.
Student Comfort	The students rarely see support, share their ideas with or respond to questions from the teacher. Students may look confused or unsure and do not readily participate in lessons and activities led by the teacher.	Only some students appear comfortable seeking support from, sharing their ideas with and responding freely to the teacher while others hesitate or seem uncomfortable approaching the teacher or answering questions in the classroom.	Most students appear comfortable seeking support from, sharing their ideas with and responding freely to the teacher.	All students appear comfortable seeking support from, sharing their ideas with and responding freely to the teacher.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Maintain awareness of needs and consistently respond to them				
<ul style="list-style-type: none">Anticipate problems and plan appropriatelyNotice lack of understanding and/or difficulties and address problems in an effective and timely mannerAcknowledge emotionsProvide comfort, assistance and individualized support				

Instructional Focus 4 Regard for Student Perspectives – Do the teacher's interactions and classroom activities emphasize students' interests, motivations and points of view and encourage student responsibility and autonomy?				
	Needs Attention	Developing	Proficient	Advanced
Flexibility and Student Focus	The teacher is rigid, inflexible and controlling in his/her plans. He/she rarely goes along with student ideas and most of the classroom activities are teacher-driven.	The teacher may follow the students' lead during some periods and be more controlling during others. The classroom seems moderately teacher-regimented but some attempts to incorporate students' interests and ideas are considered.	The teacher is flexible in his/her plans, goes along with students' ideas and makes some attempts to organize instruction around students' interests.	The teacher is always flexible in his/her plans, goes along with students' ideas, and makes many attempts to organize instruction around students' interests by following their pace and signal and incorporating their ideas into the lesson's goals. The teacher appears to be constantly on the lookout for opportunities to involve students in a meaningful, formative way within the classroom.
Support for Autonomy and Leadership	The teacher does not support student autonomy or leadership in the classroom. He/she rarely looks for opportunities to involve students in a meaningful, formative way.	The teacher inconsistently supports student autonomy and leadership. Often, the teacher is supportive of students' autonomy during centers or other "free play" but is more controlling during structured lessons. Most lessons are teacher driven with infrequent opportunities for students to participate in meaningful ways.	There are opportunities for student autonomy and leadership during most components of the day. Students are given some opportunities for roles and responsibilities in the classroom and teachers positively respond to student initiation and ideas.	The teacher consistently provides support for student autonomy and leadership by making decisions that enable students to be as independent as possible while maintaining the learning goals within any given activity. Students are frequently encouraged to take initiative and make choices thought the day.



Student Expression	There are few, if any, opportunities for student to talk and share their ideas during lessons and activities. The teacher does not make an effort to have students express their ideas during whole-group, small group or individual work. Teacher talk predominates in this classroom.	The teacher inconsistently provides opportunities for student talk and expression. Teacher talk predominates but student do participate and are allowed to share ideas at a minimal level or for short periods of time. Teachers sometimes appear interested in getting student to share their perspectives but, at other times, they seem more concerned with giving them information.	There are opportunities for students to talk and share their ideas with teachers during many activities and lessons. While teacher talk is more frequent than student talk, teachers make concerted efforts to encourage students to share their ideas and perspectives for extend periods of time by asking questions during lessons.	All or almost all activities and lessons provide ample opportunities for students to talk and share their ideas with teachers and other students. Student talk may predominate or be equal to teacher talk and teachers encourage that balance by asking questions and giving frequent opportunities for students to share their ideas and perspectives.
Restriction of Movement	The teacher is highly controlling of students' movement and placement during activities. The teacher consistently exerts a high degree of control over student movement and frequently reminds students to remain still and quiet in their seats even when this does not seem necessary.	The teacher is somewhat controlling of students' movement and placement during activities. There are inconsistent expectations for movement, positioning and posture throughout the day.	Students often have freedom of movement and placement during activities. The teacher sets behavioral expectations for movement, positioning and posture prior to the activity and reminds students of those expectations to maintain organization and order during the lesson.	Students always, or almost always, have freedom of movement and placement during activities. It is clear that the teacher has set and maintained clear, consistent behavioral expectations for student movement, positioning and posture for students that are in line with their developmental needs and appropriate to classroom activities such that frequent reminders are not necessary.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Emphasize students' interests, motivations, and points of view while encouraging student responsibility and autonomy <ul style="list-style-type: none">Be flexible in plans to incorporate students' ideas and, when possible, follow students' leadAllow choice and movement throughout the classroom (when safe and appropriate)Allow students to lead the lesson and take on classroom responsibilitiesEncourage student talk by eliciting ideas and/or perspectives				

Evidence Summary	Emotional Support Score	CLASS Alignment	Rating
	Positive Climate	Low (1-2) Mid (3-5) High (6-7)	
	Negative Climate	Low (1-2) Mid (3-5) High (6-7)	
	Teacher Sensitivity	Low (1-2) Mid (3-5) High (6-7)	
	Regard for Student Perspectives	Low (1-2) Mid (3-5) High (6-7)	
	Total	Low (1-2) Mid (3-5) High (6-7)	

Domain 2 | Classroom Organization

Instructional Focus 1 Behavior Management – Do students know what is expected of them in the classroom? Does the teacher reinforce these expectations in a proactive, positive and developmentally appropriate manner?				
	Needs Attention	Developing	Proficient	Advanced
Clear Behavior Expectations	Rules and expectations are absent, unclear or inconsistently enforced. The teacher frequently fails to set expectations for a particular activity or routine. Expectations for members of the classroom community are unclear.	Some rules and expectations are stated clearly. The teacher enforces rules and expectations to some degree but misses key opportunities. There is some evidence that the class may begin to internalize a few rules but largely, expectations need to be restated verbally to the class and to individual students.	Many rules and expectations are clearly stated and enforced. There is evidence that members of the classroom community have begun to internalize rules and expectations.	All, or almost all, rules and expectations are stated and consistently reinforced. There is strong evidence that members of the classroom community have internalized key rules, routines and procedures and understand what is expected. All adults speak and move as one; enforcement is predictable and consistent.



Proactive	The teacher is primarily reactive and monitoring is absent or ineffective.	The teacher uses a mix of proactive and reactive strategies. Sometimes the teacher monitors and responds to early indicators of behavior challenges but ignores or misses key opportunities.	The teacher is consistently proactive and monitoring the classroom effectively to prevent problems. He/she uses proactive strategies the majority of the time and frequently responds to early indicators of behavioral challenges.	The teacher is always consistently proactive and monitoring the classroom effectively to prevent problems. He/she always uses proactive strategies and appears to be "one step ahead" of a problem before it arises.
Redirection of Misbehavior	Attempts to redirect student misbehavior are ineffective. The teacher rarely focuses on positive or subtle cues. Student misbehavior frequently disrupts learning and takes away from valuable class time.	Some of the teacher's attempts to redirect behavior are effective. The teacher uses some positive and subtle or non-verbal cues. Student behavior escalates or interrupts learning some of the time.	Most of the teacher's attempts to redirect behavior are effective. Student behavior rarely escalates or interrupts learning time.	All, of almost all, of the teacher's attempts to redirect behavior are effective. Student behavior never escalates and behavior management does not interrupts learning time.
Student Behavior	There are many instances of student misbehavior.	There are some instances of student misbehavior.	There are few instances of student misbehavior.	There are no instances of student misbehavior. Students conduct themselves in a positive manner without reminders or redirections.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Set and reinforce clear classroom expectations <ul style="list-style-type: none">Post classroom rules and expectations using ECE friendly symbols, language and picturesSpend explicit time teaching classroom based routines --- make these fun and engaging lessonsUtilize No Nonsense Nurturer techniques to deliver clear directions with outlined M-V-PAttach common cues and times to stated directionsProvide positive narration to scholars who are demonstrating directions and carrying out routinesUtilize the Scholar Academies behavior management tool (choices meter) with fidelityAddress off task behavior using a neutral toneUsing voice and presence to maintain authority and convey caring for studentsInvesting time in knowing individual students and in forming relationships to best support their learningDeveloping an active interest in students' well-being and demonstrating that interest through his/her engagement with students				

Instructional Focus 2 Productivity –Has the teacher organized the environment so that students have ample opportunities to engage in learning?				
	Needs Attention	Developing	Proficient	Advanced
Maximizing Learning Time	Few, if any, activities are provided to students. A substantial amount of time is spent managing behavior and addressing disruptions. Teachers may also spend significant time on managerial or preparation tasks rather than direct engagement opportunities with students.	The teacher provides some activities to students. While students may be engaged, learning time is lost to behavior management or managerial tasks and preparation.	The teacher provides many activities to students. Most students are engaged in learning from start to finish. The teacher handles disruptions and managerial tasks efficiently. Little time is spent on tasks outside of teaching and learning.	Students are engaged in meaningful learning activities all or almost all of the time. All students participate in a manner that pushes them and engages them from start to finish. No time is lost to disruptions or managerial tasks; teachers and students are able to engage fully in teaching and learning.
Routines	The classroom routines are unclear, most students are unsure what is expected of them.	There is some evidence of common classroom routines that allow everyone to know what is expected. Students are able to follow the routines but may require additional prompting or redirections.	There is evidence of common classrooms routines for most parts of the day. Routines foster learning. Most students are able to follow the routines with little prompting and demonstrate that they know what is expected.	The classroom resembles a "well oiled" machine and everyone know what to do and how to do it. All, or almost all, students follow the routines.



Transitions	Classroom transitions are too long, too frequent and/or inefficient. Significant time is lost to transitions between activities.	Some transitions take too long, are too frequent or inefficient. Students lose some valuable instructional time in transitions between activities.	Most transitions are quick and efficient. There may be 1-2 opportunities to tighten a transition and gain additional time but the majority of classroom time is centered on learning.	Transitions are quick, efficient and foster learning. Students do not lose any valuable instructional time in transitions --- in some instances the transition may even incorporate a meaningful learning goal of its own. (e.g. Singing the Alphabet song or counting while moving)
Preparation	The teacher does not have learning activities prepared and ready for students.	The teacher is somewhat prepared for activities but has to disengage from teaching and student interactions several times to complete small or last minute preparations.	The teacher is mostly prepared for activities but on a 1-2 occasions has to disengage from teaching and student interactions to complete small or last minute preparations.	The teacher is fully prepared for activities and lessons. The teacher is able to engage with students through play, exploration or direct teaching for the entire time.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Maximize instructional time <ul style="list-style-type: none">Use efficient techniques for starting and ending lessonsDesign efficient routines and procedures with the early childhood learner in mindRespond to student requests without interrupting instructionPlan for and provide additional activities for studentsUse strategies to maintain a quick pace throughout the lesson Planning and preparing high quality learning experiences <ul style="list-style-type: none">Ensure all materials are prepared in advanceShare materials preparation and set up with both educatorsPlan and script out questions to ask scholars as individuals and as a groupProvide enough materials to serve as "back up" for students when they are engaged in centers or small group activities				

Instructional Focus 3 Instructional Learning Formats--How does the teacher maximize students' interests to engage all learners in rich experiences?				
	Needs Attention	Developing	Proficient	Advanced
Effective Facilitation	The teacher does not actively facilitate activities and lessons to encourage students' interest or expanded involvement.	At times, the teacher actively facilitates activities and lessons to encourage students' interest or expanded involvement. There are several missed opportunities for the teacher to participate with students or take a stronger facilitation role.	Most of the time, the teacher actively facilitates activities and lessons to encourage students' interest or expanded involvement. The teacher's facilitation is effective and encourages most students to expand their learning.	The teacher actively facilitates activities and lessons to encourage students' interest or expanded involvement from start to finish. He/she is consistently facilitating expanded learning, play and exploration with students. The teacher uses a variety of strategies to deepen student learning and distributes his/her time across learning spaces in the classroom.
Variety of Modalities and Materials	The teacher does not use a variety of learning modalities or materials to gain students' interests and participation during lessons and activities.	The teacher uses some variety of learning modalities or materials to gain students' interests and participation during lessons and activities. He/she may also be inconsistent in the use of varied modalities and materials. (e.g. uses auditory, visual and movement for a read aloud but only one modality for carpet math lesson)	The teacher uses a variety of learning modalities <u>or</u> materials to gain students' interests and participation during lessons and activities. He/she consistently engages students through learning with diverse modalities <u>or</u> materials throughout lessons.	The teacher uses a variety of learning modalities <u>and</u> materials to gain students' interests and participation during lessons and activities. He/she consistently engages students through learning with diverse modalities <u>and</u> materials throughout lessons.
Student Interest	Students do not appear to be interested or involved in the activities or lessons.	Students are somewhat interested or involved in the activities or lessons. They are engaged for periods of time but their attention and participation wanes throughout the lesson or activity.	Students are consistently interested or involved in the activities or lessons. They are engaged for the majority of the lesson or activity.	Students are fully interested and involved in the activities or lessons. The teacher engages all students in learning for the full period and is able to differentiate instruction to keep all students engaged.



Clarity of Learning Objectives	The teacher makes no attempt or is unsuccessful at orienting or guiding students to learning objectives.	The teacher orients students to the learning objective some of the time or is partially successful. The learning objective may be clear at various points and less so at others.	The teacher orients students to the learning objective most of the time and is generally successful. The learning objective is consistently clear.	The teacher orients students to the learning objective all, or almost all, of the time. The teacher is able to communicate and weave the learning objective into lessons and activities in a manner that is consistently effective and clear.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Leading and facilitating high quality learning experiences <ul style="list-style-type: none">Incorporate auditory, visual and kinesthetic modalities into whole group lessonsPost learning objectives above centers and/or incorporate learning objectives into the broader unit themeInclude a wide array of materials and resources for students to use during centersTeach scholars how to engage and use new learning materials, have scholars demonstrate how they used them to learn and exploreState learning objectives for scholars at the start of a lesson or activity; have scholars repeat back the objectiveKnow individual student interests and have a plan to connect these interests to learning during whole group and center playDuring 1 on 1 play and exploration with scholars, ask them to share what they are doing and learning and how it connects to the day's objective or broader them				

Evidence Summary	Instructional Support Score	CLASS Alignment	Rating
	Behavior Management	Low (1-2) Mid (3-5) High (6-7)	
	Productivity	Low (1-2) Mid (3-5) High (6-7)	
	Instructional Learning Formats	Low (1-2) Mid (3-5) High (6-7)	
	Total	Low (1-2) Mid (3-5) High (6-7)	

Domain 3 | Instructional Support

Instructional Focus 1 Concept Development – Are students using higher order thinking skills and carrying the cognitive load?				
	Needs Attention	Developing	Proficient	Advanced
Analysis and Reasoning	The teacher rarely, if ever, uses discussions and activities that encourage analysis and reasoning. The teacher makes no attempt to develop students' understanding of ideas and concepts; the preponderance of teaching is focused only on getting students to remember and repeat facts and practice basic skills.	The teacher sometimes uses discussions and activities that encourage analysis and reasoning. Opportunities for analysis and reasoning are interspersed with more rote types of learning and when the learning is focused on higher-order thinking, it is brief and always returns back to fact-based instruction.	The teacher often uses discussions and activities that encourage analysis and reasoning. The teacher mostly uses strategies that get students thinking about the how and why of learning rather than simply encouraging memorization of isolated facts.	The teacher consistently uses discussions and activities that encourage analysis and reasoning throughout the day. The preponderance of the questions asked and activities provided almost exclusively focus on problem solving, experimentation and prediction, comparison and classification and evaluation/summarizing.
Creating	The teacher rarely, if ever, provides opportunities for students to be creative and/or generate their own ideas and products. The teacher fails to make use of brainstorming as a way to get students thinking or generating their own plans.	The teacher sometimes provides opportunities for students to be creative and generate their own ideas and products. These opportunities do not appear to be intentionally organized by the teacher or they happen occasionally.	The teacher provides opportunities for students to be creative or generate their own ideas and products. The teacher uses brainstorming as a way for students to generate their own ideas and products and is mostly focused on getting students to be creative.	There is an abundance of opportunities for students to be creative and generate their own ideas and products. The teacher often makes use of brainstorming as a way to get students thinking. The teacher also places an emphasis on helping students generate plans about how they will spend their time or how they will go about a particular task.



Integration	The teacher presents concepts and activities independent of one another and students are not asked to apply previous learning.	The teacher sometimes links concepts and activities to one another and to previous learning. The teacher makes some attempt to integrate ideas across the curriculum, but these attempts are typically brief.	The teacher often links concepts and activities to one another and to previous learning. He/she makes an active effort to link together different concepts that the students have been studying or ties together multiple concepts within a single lesson.	There is strong evidence that the teacher has planned activities and lessons that can be linked together over time. He/she consistently guides students to make those connections and understand how these different concepts tie together for themselves.
Connections to the Real World	The teacher rarely, if ever, relates concepts to the students' actual lives. Activities and instruction in this classroom seem abstract and removed from the students' everyday lives. The teacher does not provide opportunities for the student to apply knowledge to meaningful activities.	The teacher sometimes relates concepts to the students' actual lives. While the teacher makes comments and ask questions that help relate concepts to students' lives, he/she fails to elaborate on them in a way that makes the connection concrete for many students.	The teacher relates concepts to the students' actual lives. The teacher makes learning meaningful by helping students apply most of their thinking to real-world events and by mostly covering concepts and ideas that are part of students' everyday experiences.	The teacher consistently relates concepts to the students' actual lives. The teacher makes consistent and intentional efforts to make learning meaningful by always helping students apply their thinking to real-world events and by covering concepts and ideas that are part of students' everyday experiences.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
<p>Promote higher-order thinking skills and focus on understanding</p> <ul style="list-style-type: none">Ask why and/or how questions consistentlyFacilitate student-driven problem solvingPrompt for prediction, experimentation, classification, comparison and evaluationPlan opportunities for students to brainstorm ideas and then to plan and produce their own workExplicitly connect concepts to one another and to the students' actual livesIntegrate new concepts with previous knowledge and highlight real-world applications whenever possible				

Instructional Focus 2 Quality of Feedback – Does the teacher provide feedback that expands learning, understanding and encourages continued participation?				
	Needs Attention	Developing	Proficient	Advanced
Scaffolding	The teacher rarely, if ever, provides scaffolding to students but rather dismisses responses or actions as incorrect or ignores problems in understanding.	The teacher sometimes scaffolds for students but at other times simply dismisses responses as incorrect or ignores problems in students' understanding.	The teacher scaffolds for students who are having a hard time understanding a concept, answering a question or completing an activity using a narrow range of strategies.	The teacher consistently scaffolds for students who are having a hard time understanding a concept, answering a question or completing an activity. He/she acknowledges where a student is starting and then selects the most effective scaffolding strategy to lead the student to the answer. Strategies include prompts with hints and assistance, additional resources or questions to lead the student to the answer.
Feedback Loops	The teacher gives only perfunctory feedback to students and rarely engages in feedback other than whether a response was correct or incorrect.	The teacher and students sometimes engage in feedback loops—back and forth exchanges—but at other times, feedback is more perfunctory.	The teacher uses feedback loops to respond to students' comments, actions and performance. He/she primarily uses feedback loops to help students get to one correct answer	The teacher frequently uses feedback loops with the intention of helping students to really understand ideas or get to the correct answer across all classroom components. The teacher consistently asks follow-up questions based on students' comments or responses to further learning and thinking on the part of the student.



Prompting Thought Processes	The teacher rarely, if ever, queries the students or prompts students to explain their thinking and rationale for responses and actions. When students' present misconceptions or misunderstandings, the teacher fails to focus on getting students to articulate their thought processes.	The teacher sometimes queries the students or prompts students to explain their thinking and rationale for responses and actions. The teacher occasionally or briefly asks why questions to prompt the student to explain his/her thinking and describe his/her actions.	The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions. He/she asks why questions that prompt students to explain their thinking but sometimes misses opportunities to engage all students in understanding the processes of thinking and learning.	The teacher frequently queries the students or prompts students to explain their thinking and rationale for responses and actions. He/she consistently asks why questions that prompt students to explain their thinking, capitalizing on many moments for all students in the classroom to understand the processes of thinking and learning.
Providing Information	The teacher rarely, if ever, provides additional information to expand on students' understanding and actions. The teacher does not follow up with expansions or clarifications. The teacher rarely, if ever, provides more specific feedback about students' responses or work that might add additional knowledge and understanding.	The teacher sometimes provides additional information to expand on students' understanding and actions. Occasionally, the teacher may expand on comments, clarify incorrect responses or provide general feedback to students.	The teacher often provides additional information to expand on students' understanding and actions. He/she generally adds additional knowledge and gives specific, individualized feedback to students in small group or one-on-one learning experiences.	The teacher frequently provides additional information to expand on students' understanding and actions. He/she consistently goes beyond simply saying that a response is correct/incorrect but rather expands on an initial student comment or provides clarification after students respond to ensure they deeply understand the question and/or their response. He/she also provides very specific feedback in all settings, individualizing the feedback to be very effective for that student at that moment.
Encouragement and Affirmation	The teacher rarely, if ever, offers encouragement of students' efforts that increases students' involvement and persistence. The teacher also appears to measure students' progress by how well they conform to his/her expectations by providing general praise rather than specific feedback about their work process.	The teacher sometimes offers encouragement of students' efforts that increases students' involvement and persistence. The teacher inconsistently focuses on the process of learning rather than the result and thus his/her feedback inconsistently focuses on the process as well. Student motivation to complete tasks is driven solely by teacher encouragement and affirmation.	The teacher often offers encouragement of students' efforts that increases students' involvement and persistence in the learning process. Students in this classroom appear to be developing persistence and do not rely heavily on the teacher to provide motivation to complete difficult tasks.	The teacher consistently offers encouragement of students' efforts that increases students' involvement and persistence. There is strong evidence that the teacher focuses attention on students' efforts and explicitly recognizes those efforts. Students in this classroom independently persist even when working on more difficult tasks.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Provide feedback that expands learning and understanding <ul style="list-style-type: none">Offer hints and scaffolding when neededInitiate and persist in extended back and forth exchangesAsk students to explain their thinkingQuery responses and actions by asking follow up questionsProvide specific feedback that expands or clarifies student thinking				
Provide encouragement and affirmation <ul style="list-style-type: none">Recognize and reinforce student participation and persistence				



Instructional Focus 3 Language Modeling – Are teachers stimulating and facilitating students' language use?				
	Needs Attention	Developing	Proficient	Advanced
Frequent Conversation	There are few, if any, conversations in the classroom. The teacher rarely engages conversationally with students during centers or other open periods. When conversations with students do occur, they are often teacher-controlled and focus on student behavior, classroom management or teaching a particular concept or skill.	There are limited conversations in the classroom. The teacher talks with and to students but conversations are typically limited to one or two back-and-forth exchanges rather than prolonged conversations. Teacher-initiated and teacher-directed conversations tend to predominate.	There are often conversations in the classroom among the teacher and students. The teacher typically acknowledges and follows students' conversational leads. Students also may engage in conversations with one another, more often exchanging basic information (i.e. simple requests, comments or protests) with few conversational turns.	The teacher and students frequently engage in conversations with each other. There is a natural flow in the exchange of information during the day that encourages students to converse and makes them feel as if they are valued conversational partners. The teacher actively listens, contributes relevant responses and asks related questions. The teacher also provides a format that allows students to initiate questions and commentaries and respond to questions in extended sentences.
Open-ended Question	The majority of teacher's questions are closed-ended. The teacher consistently asks questions that require no more than a one-word answer or short sentence.	The teacher asks a mix of closed-ended and open-ended questions, however the majority of questions are closed-ended and require only short responses from students.	The teacher often asks open-ended questions, although he/she sometimes uses closed-ended questions. Most questions the teacher asks require students to put together language to communicate more complex ideas.	The teacher frequently asks open-ended questions and rarely uses closed-ended questions. All or almost all questions require students put together language to communicate more complete ideas.
Repetition and Extension	The teacher rarely, if ever, repeats or extends the students' responses. The teacher does not respond to student comments or answer questions. He/she may also ignore students' attempts to communicate.	The teacher sometimes repeats or extends the students' responses. The teacher sometimes acknowledges these responses by repeating them or offering a bit more information or language; other times, however, the teacher ignores these comments.	The teacher often repeats or extends the students' responses. Many times, the teacher acknowledges students' contribution before building upon them.	The teacher always, or almost always, repeats or extends the students' responses with a clear and consistent focus on first acknowledging the students' attempts to communicate and then building directly on the students' contribution.
Self-and Parallel Talk	The teacher rarely, if ever, maps his or her own actions and the students' actions through language and description.	The teacher sometimes maps his or her own actions and the students' actions through language and description. The teacher uses self-talk and parallel talk only occasionally throughout the day.	The teacher often maps his or her own actions and the students' actions through language and description during most parts of the day.	The teacher frequently and consistently maps his or her own actions and the students' actions through language and description during all parts of the day.
Advanced Language	The teacher rarely, if ever, uses advanced language with the students. The vocabulary that the teacher uses is limited and lacks variety.	The teacher sometimes uses advanced language with the students. The teacher may use a variety of terms but only occasionally maps these to known concepts.	The teacher often uses advanced language with the students. The teacher uses a variety of nouns, adjectives, verbs and vocabulary terms and maps them to known concepts.	The teacher frequently uses advanced language with the students and always, or almost always, maps new vocabulary terms to known concepts.
Score	Needs Attention (1) Developing (2) Proficient (3) Advanced (4)			
Core Teacher Skills				
Stimulate and facilitate students' language				
<ul style="list-style-type: none">Initiate conversation with large and small groups as well as individual students throughout the dayActively listen, contribute contingent responses and ask follow up questionsConsistently ask open-ended questionsAcknowledge student comments and build directly on their contributionsUse a variety of language that are new to students but map them onto concepts already understood by students				

Evidence Summary	Instructional Support Score	CLASS Alignment	Rating
	Concept Development	Low (1-2) Mid (3-5) High (6-7)	
	Quality of Feedback	Low (1-2) Mid (3-5) High (6-7)	
	Language Modeling	Low (1-2) Mid (3-5) High (6-7)	



	Total	Low (1-2) Mid (3-5) High (6-7)	
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Performance Rating Summary –CLASS Instructional Standards

Strengths	Areas for Growth	Action Plan

Guidance for Performance Level Language – CLASS Rubric

Needs Attention (1)	Developing (2)	Proficient (3)	Advanced (4)
Very Few/No	Some	Most	All/Almost All
0-39%	40-69%	70-84%	85-100%