



March 21, 2017

Sulee Clay and Rick Torres, Board Chairs  
Cesar Chavez PCS for Public Policy – Chavez Prep  
770 Kenyon St. NW, Washington, DC 20010  
Washington, DC 20010

Dear Mr. Clay and Mr. Torres:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible for 20-year Charter Review during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of Cesar Chavez PCS for Public Policy – Chavez Prep between January 23, 2017 – February 3, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Cesar Chavez PCS for Public Policy – Chavez Prep.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Katie Herman

## Qualitative Site Review Report

**Date:** March 21, 2017

### **Campus Information**

**Campus Name:** Cesar Chavez PCS for Public Policy – Chavez Prep

**Ward:** 1

**Grade levels:** 6 – 9

### **Qualitative Site Review Information**

**Reason for visit:** School eligible for 20-year Charter Review during 2017-18 school year

**Two-week window:** January 23, 2017 – February 3, 2017

**QSR team members:** 4 DC PCSB staff members, including one special education (SPED) specialist and one English Language Learner (ELL) specialist

**Number of observations:** 21

**Total enrollment:** 304

**Students with Disabilities enrollment:** 45

**English Language Learners enrollment:** 101

**In-seat attendance<sup>1</sup> on the days the QSR team conducted observations:**

**Visit 1:** January 24, 2017 – 94.6%

**Visit 2:** January 25, 2017 – 96.3%

**Visit 3:** January 26, 2017 – 94.6%

**Visit 4:** January 31, 2017 – 93.3%

**Visit 5:** February 1, 2017 – 96.0%

### **Summary**

The mission of the school is to prepare students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.

Cesar Chavez PCS for Public Policy – Chavez Prep (Chavez Prep) is a welcoming school. Administrators and teachers line the hallways between classes, smiling at students and encouraging them to do their best. All classrooms are themed after a competitive college and exemplary student work and school data charts are posted throughout the building. The QSR team noted strong evidence that the curriculum supports the school's mission to empower students to use public policy to create a more just, free, and equal world. While it is clear the school values positive relationship building, instructional quality varied among classrooms. In classrooms where behavior management was a challenge, teachers struggled to engage all students in academic content. Regarding instruction for students with disabilities, the special education specialist on the QSR team also noted that teachers were not fully implementing the program outlined by the LEA in the SPED questionnaire.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instruction (see Appendix I). The QSR team scored 61% of observations as distinguished or proficient in the Classroom

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<sup>1</sup> This data has not been validated by the school. DC PCSB pulled the data in February 2017.

Environment domain as compared with 65% of observations as distinguished or proficient in this domain during the school's last QSR in October 2012.

The highest rated component was *Managing Classroom Procedures*. In 67% of observations there was little to no loss of instructional time due to effective classroom routines and procedures. It was evident that teachers planned classroom routines in advance and students understood their role in ensuring the lesson operated efficiently. The lowest rated component was *Establishing a Culture for Learning* with 57% of observations rated as distinguished or proficient. In more than half of observations teachers conveyed high expectations and students demonstrated a commitment to high-quality work. In other observations, however, some students disengaged from the learning task for extended periods of time. The teachers conveyed to at least some students that the work was too challenging for them.

The QSR team scored 57% of observations as distinguished or proficient in the Instruction domain. This rating compares with the October 2012 which said that "slightly less than half of the classrooms" were rated as proficient or distinguished. The highest rated components were *Communicating with Students* and *Using Questioning and Discussion Techniques*. In 72% of observations the teachers' explanations of content and directions for activities were thorough and clear. In these observations all students engaged with the learning task, indicating that they knew what to do. The QSR team also rated 72% of observations as distinguished or proficient in the *Using Questioning and Discussion Techniques* component. These observations were marked by higher-order questioning and high levels of student engagement in classroom discussions. The lowest rated component was *Engaging Students in Learning* with 48% of observations rated as distinguished or proficient. In a little more than half of the observations, students were confused about the learning task and permitted to sit passively for extended periods of time.

### Governance

A DC PCSB staff member observed the Cesar Chavez PCS Board of Trustees meeting on February 8, 2017. A quorum was present. During the meeting the Board discussed the upcoming 20-year charter review and the expected revisions to the Performance Management Framework (PMF) as Goals Policy. The Interim Head of School announced that Scott Pearson had a positive visit to Cesar Chavez PCS – Chavez Prep. The Board discussed enrollment trends and projections for the upcoming school year.

### Specialized Instruction for Students with Disabilities

Prior to the two-week window, Cesar Chavez PCS responded to a DC PCSB questionnaire regarding the provision of instruction to students with disabilities. The reviewer who conducted special education-specific observations noted the following evidence, which does not support that the school is implementing its program with fidelity:

- To support the learning of students with disabilities in general education classrooms, the school stated that general education teachers have access to many technological resources including: IXL, Google Read and Write, online dictionaries, and No Red Ink. Teachers also use visual supports, graphic organizers, manipulatives, and modified work. In observations the reviewer saw general education classrooms using IXL Math and visual supports like Frayer models and tree charts. Classroom walls displayed content-specific anchor charts as well as

- student-created posters. In a resource room, students simplified and matched equivalent expression cards; however, the directions for using the cards were unclear, and students asked multiple clarifying questions. The reviewer did not observe students accessing other technological resources or completing modified work.
- To ensure that lessons are accessible and accommodating to all students, the school reported that general education and special education teachers plan collaboratively several times a week. In two co-taught classrooms, general education teachers led the mini-lessons while the special education teachers circulated. During independent work the special education teachers pulled small groups for review or guided practice. Other co-teaching models were not observed. In one resource room, it was evident that the dedicated aide and the special education teacher had not collaborated on content or behavioral expectations. At the start of the class, the aide raised her voice at students who were talking. One student spoke back to the aide, and the aide raised her voice again. The special education teacher intervened, moving these students apart from one another. They complained but complied, and they began their warm up activity. Then, while students were working, the special education teacher explained the day's lesson to the aide.
  - To gauge student understanding specifically for students with disabilities, the school explained that teachers utilize checks for understanding, exit tickets, and online tools. In co-taught and resource settings, students used the online tool IXL Math. In other observations many teachers did not use a variety of methods to check for understanding especially during the introduction to new material; therefore, many students passively copied down notes from the board, then struggled to apply them during independent practice. Students rarely engaged in self or peer assessment. No exit tickets were observed being administered.
  - To differentiate a lesson, the school wrote that teachers can offer students visual supports and graphic organizers, word walls/banks, alternative work product or answers, and performance tasks that can be adjusted based on need. In one co-taught classroom, the teachers differentiated content. Students chose National History Day project topics from a list and began researching sources. In multiple classrooms teachers used visuals like Frayer models, graphs, charts, and pictures to bolster student learning. Nonetheless, many classrooms featured word walls that did not reflect current content. The reviewer did not observe differentiated work products options.

### Specialized Instruction for English Language Learners (ELLs)

Prior to the two-week QSR window, Cesar Chavez PCS completed DC PCSB's English Language Learners (ELL) Questionnaire. The questionnaire captures critical aspects of the school's ELL program. During the QSR window, an ELL specialist looked for evidence of fidelity to the school's self-reported ELL program. Overall, DC PCSB staff found that the school is implementing its ELL Program with fidelity, except for the technology component, which the school has abandoned. A more detailed explanation of our findings is below.

- According to Chavez Prep’s ELL Questionnaire, the school uses an inclusive model for ELLs, but offers specific curriculum for newcomer students. DC PCSB staff observed two inclusive classrooms and one newcomer classroom. Inclusive classrooms were led by a general educator and supported by an ELL teacher. ELL teachers either taught ELLs together as a small group in the back of the room or circulated around the room supporting ELLs individually. The newcomer classroom provided intensive language support using visual aids and guided discussion for a large group of ELLs across grades.
- The school said DC PCSB would see teachers using SIOP informed resources in the classroom. These include visual aids and small group instruction and that differentiation for ELLs would include multiple pathways for reading, visual supports, graphic organizers, word walls, alternate work products, and adjusted performance tasks. DC PCSB staff observed many of the tools and supports described in the school’s ELL Questionnaire. DC PCSB staff saw small group instruction used in two classrooms, visual aids and manipulatives used to supplement instruction in two classrooms, word walls in classrooms and hallways, and a modified reading assignment.
- In the ELL Questionnaire the school reported that ELLs would have access to a technology based language support program called LAB (Language Acquisition Bridge). The school also said DC PCSB would see ELLs using “technological interventions” such as Duo Lingo, Google Read and Write, online dictionaries and No Red Ink. However, aside from one general education lesson involving online research, DC PCSB observed no evidence of specific technology in place to support English language acquisition. DC PCSB staff also tried to observe the LAB class, but upon arriving found that the course has been suspended. Further discussion with school staff revealed that the program had been eliminated due to scheduling conflicts and burdensome costs.

### In-School Suspension

The in-school suspension (ISS) room is smaller than a typical classroom. Inside there are six individual student desks and two bigger teacher desks. All of the desks face forward with their backs to the door. During the observation three students and one staff member were in the in-school suspension room. One student was writing a Chavez Schools Student Contract about the proper use of technology. The other two students were talking to the staff member about the incident that led them to ISS. Each student had written a letter describing the events. The staff member asked each student follow-up questions and solicited student ideas for consequences.

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the 5-year charter review, 10-year charter review, or 15-year charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

<b>Mission and Goals</b>	<b>Evidence</b>
<p>Mission: Chavez School’s mission is to prepare students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.</p>	<p>The QSR team observed several observations that support the school’s mission. College banners and pennants adorned hallways and classrooms. All classrooms were named after a college or university and teachers asked high-level questions intended to strengthen critical thinking skills. Students discussed public policy in the context of creating original National History Day research projects in history classes. A language arts class analyzed the poem, “A Woman’s Work” and discussed its theme as it relates to gender roles in public policy. In another observation students studied Benjamin Banneker, analyzed maps, and discussed why borders change over time. The Chavez values – citizenship, honesty, achievement, valor, engagement, and zest – were posted in all classrooms. Teachers often reinforced the Chavez values to their students by saying, “Today we were C-H-A-V-E-Z.” When students misbehaved, teachers reminded them to “act like leaders.” The hallways featured school-wide PMF goals for each class.</p>
<p>Goals:</p>	
<p>PMF Indicator #1: Student Progress – Academic improvement over time <i>Effective instruction supporting student academic progress in reading</i></p>	<p>Teachers referred to Common Core aligned objectives as the basis for each English Language Arts (ELA) lesson. In one observation students learned how to analyze primary sources. In another observation students practiced using</p>

Mission and Goals	Evidence
<p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in reading</i></p>	<p>evidence from the text to justify their reasoning. The QSR team noted grade-level rigorous texts in most ELA observations. In reading intervention classrooms students used the blended learning platform Read 180 to access differentiated lessons on reading comprehension and vocabulary. Most ELA classrooms had data walls featuring up-to-date ELA test scores and individualized student goals.</p>
<p>PMF Indicator #1: Student Progress- Academic improvement over time <i>Effective instruction supporting student academic progress in math</i></p> <p>PMF Indicator #2: Student Achievement – <i>Moving students to proficient and advanced levels in reading</i></p>	<p>Teachers taught Common Core aligned objectives in most, but not all, math observations. In a few classes students created math performance tasks in groups. In one observation students drew models on a poster board to demonstrate an equation for solving a word problem. Most classrooms used the IXL math tool as a blended learning platform to reinforce basic math skills. In one observation students tracked their progress on IXL skills with stickers on a class-wide chart. As with ELA, observers noted math data walls in many classrooms.</p>
<p>PMF Indicator #3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of math proficiency by eighth grade</i></p>	<p>DC PCSB observed mixed evidence that the school is effectively promoting math proficiency by eighth grade. In some math observations behavior management was a concern, and the classroom environment was not conducive to rigorous Common Core aligned learning. In one co-taught math observation, the topic of the day was irrational numbers; however, the objective was unclear and students were permitted to sit passively, some with their backs turned and others with their heads down on their desks. In another math observation behavior was so egregious that the teacher was only able to get through a few problems on the online program Kahoot in forty minutes. However, DC PCSB also observed one very</p>

Mission and Goals	Evidence
	<p>strong math class. The procedures were efficient and the teacher communicated effectively. Peers tutored one another and it was clear that the teacher set high academic standards for participation and content.</p>
<p>PMF Indicator #4: School Environment – Predictors of future student progress and achievement</p>	<p>DC PCSB measures attendance to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On each day of observations, the school had attendance rates above 85%, the threshold DC PCSB encourages schools to meet or exceed.</p> <p>In-seat attendance<sup>2</sup> on the days the QSR team conducted observations:</p> <p><b>Visit 1:</b> January 24, 2017 – 94.6%  <b>Visit 2:</b> January 25, 2017 – 96.3%  <b>Visit 3:</b> January 26, 2017 – 94.6%  <b>Visit 4:</b> January 31, 2017 – 93.3%  <b>Visit 5:</b> February 1, 2017 – 96.0%</p>
<p>Mission- Specific Goal: On state standardized tests, all subgroups will score high enough such that the school will never be identified as Priority or Focus status by OSSE for subgroup performance.</p>	<p>Observers noted that most core lessons were anchored to a Common Core standard. Students had multiple opportunities to track their own progress and seek remediation on targeted standards. Chavez Prep has the largest subgroup of ELLs in the LEA. The ELL specialist on the team noted strong implementation of the school’s inclusive model for ELLs and specific curriculum for newcomer students.</p>

<sup>2</sup> This data has not been validated by the school. DC PCSB pulled the data in February 2017.



### THE CLASSROOM ENVIRONMENT<sup>3</sup>

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 61% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	The QSR team scored 62% of the observations as distinguished or proficient in this component. In these observations teachers and students enjoyed a warm, positive rapport. Students and teachers listened to one another attentively, smiled, and made occasional, appropriate jokes.	Distinguished	5%
	In one proficient observation a teacher distributed articles to students for their research projects, saying “I saw this, and I thought of you.” In another observation the teacher said, “If you respectfully disagree with my answer, raise your hand and explain why.” Some students helped one another complete notes. When a student came in late the teacher smiled, welcomed the student to class, and quickly ensured the student had all necessary materials.	Proficient	57%

<sup>3</sup> Teachers may be observed more than once by different review team members.

<b>The Classroom Environment</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
	<p>The QSR team rated 29% of the observations as basic in this component. These observations were marked by occasional disrespect. In some observations students intentionally tapped their pencils or dramatically yawned and coughed when the teacher was speaking. In other observations students responded sarcastically when given directions. In one observation the teacher chided a student for misuse of classroom materials by threatening to break the materials. The teacher did not intervene in an observation where students giggled when a peer answered a question incorrectly.</p>	Basic	29%
	<p>The QSR team scored 10% of the observations as unsatisfactory in this component. In these observations many students talked when the teacher or others were talking; there were no corrections. In two unsatisfactory observations, students were play hitting, kicking, and name calling each other without teacher intervention. In one observation teacher-student interactions were disrespectful. A teacher clearly told a student that he could not use the restroom, but the student walked out of the room saying, "Well, I don't want to piss on myself."</p>	Unsatisfactory	10%
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 57% of observations as proficient or distinguished in this component. In these observations students demonstrated a desire to understand the content and excel in their work. In one observation students asked to re-take a quiz to improve their scores. The teacher said to one student, "I'm setting a goal for you of 92% this time. That's realistic, and I know you can do it." Most teachers recognized</p>	Distinguished	5%

The Classroom Environment	Evidence	School Wide Rating	
	<p>students of the day at the end of the class, saying "Let's show some love to Student X, who was using resources and participating outside of his comfort zone today" or "I really appreciate the persistence of Student X." One teacher reinforced her belief that with hard work all students could succeed by saying, "Yesterday I said this was going to be challenging but I know every single one of you can do it. Today we all practiced and now we can work independently. It makes me so happy."</p>	Proficient	52%
	<p>The QSR team scored 33% of observations as basic in this component. In these observations teachers tried to engage struggling or off-task students with limited success. After only a few students participated in an activity, one teacher said, "Some of us did a great job, but some of us struggled." In another observation a student complained about having to help his partner, saying, "Why can't someone else help him?"</p> <p>One teacher emphasized the completion of the task at hand rather than the importance of content, saying "This is not the most important thing you're going to learn in your life." One teacher demonstrated low expectations of a student, saying, "You say that just because you're lazy. You know that's the truth."</p>	Basic	33%

<b>The Classroom Environment</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
	<p>The QSR team scored 10% of observations as unsatisfactory in this component. In these observations many students were off- task for extended periods of time without teacher intervention. In one observation a teacher asked some students to begin their math work. The students refused, and the teacher said, "Well, I did what I could," and walked away. In another observation a teacher communicated low expectations of all students by saying, "I see 6 [out of 16] of you working. I appreciate you persevering since I know you aren't used to working hard."</p>	Unsatisfactory	10%
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 67% of observations as proficient of distinguished in this component. In these observations teachers effectively used timers, countdowns, and calls to attention to signal transitions or voice level expectations. Teachers across classrooms used the phrase: "Come back to me in 3, come back to me in 2, come back to me in 1, come back to me in 0. Again, 2, 1, and 0. Perfect." In one distinguished observation students sitting in numbered table groups demonstrated a clear understanding of established turn and talk procedures. Each student took turns speaking without any prompting from the teacher.</p>	Distinguished	10%
	<p>In several observations teachers posted directions and visual aids on the board to remind students of procedural expectations. In one observation the teacher passed out an assignment on each student's desk while leading a debrief about the previous lesson. In another observation a student passed out homework without being prompted.</p>	Proficient	57%

<b>The Classroom Environment</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
	<p>The QSR team scored 29% of observation as basic in this component. In these observations teachers used attention signals and voice level expectations with uneven success. In one observation the teacher played music at such a volume that each time the teacher was giving instructions, the class had to get one student’s attention, ask that student to pause the music, and then give instructions to the whole class.</p> <p>In another observation students needed several minutes to switch table groups because they did not know where to go. In a few observations students wanted to use the restroom at the same time. The students got into verbal disagreements with their teachers and peers about who could leave first.</p>	Basic	29%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	5%
<b>Managing Student Behavior</b>	<p>The QSR team scored 58% of observations as proficient or distinguished in this component. In these observations there was little or no misbehavior. Several teachers used positive/negative consequences charts, which were organized by table group. One teacher moved a table’s clothespin to different parts of the consequences meter, saying, “One table is having trouble getting on task. Please get there, folks.” Positive narration was effective in these observations. Teachers used phrases such as, “I can see Student X is reading</p>	Distinguished	10%

The Classroom Environment	Evidence	School Wide Rating	
	<p>quietly" and "Student X is working so hard today."</p> <p>In one distinguished observation, a student was not working. The teacher got down to his level and very quietly asked, "What is going on today, sir?" They conversed in Spanish, and then the student smiled and got back to work. In another observation some students snickered at another student because she did not understand a question in English. The teacher said, "Our new friend came to us two weeks ago and is learning. We don't make fun of anyone, ever, but especially here. They are our new friends and it's our job to help them learn in this class." The students immediately stopped laughing and participated in class.</p>	Proficient	48%
	<p>The QSR team scored 29% of observation as basic in this component. In these observations teachers referred to classroom rules and voice level expectations with uneven results. In one classroom students were repeatedly misusing the materials. The teacher often did not notice or respond. In another observation a student put his head down on the desk despite multiple redirections. Some students play fought with each other and used profanity. In these observations the clip chart did not deter misbehavior. Teachers used positive narration, such as "Group 2 and Group 1 have gotten to work right away," but the other groups did not receive a consequence or alter their behavior.</p>	Basic	29%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 14% of observations as unsatisfactory in this component. In three observations student misbehavior prevented students from learning. Students got out of their seats, talked among themselves loudly, or play fought. In one observations thirty minutes passed without instruction because students were screaming and using profanity. In another observation the teacher tried to respond to disruptive behavior by holding five minutes of whole class silence. The students groaned and had to repeat the process several times. In another observation a student tried to hit another student with a lotion bottle. An argument broke out, and the teacher sent both students to in-school suspension.</p>	Unsatisfactory	14%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 57% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 72% of the observations as distinguished or proficient in this component. In these observations teachers clearly communicated the lesson purpose and procedures. Often teachers used warm-ups to model the lesson procedures before asking students to complete work independently. In one observation the class practiced writing a thesis statement as a group before collecting evidence for their own essays. The teacher said, “Now your job is to use the posted questions just like we did in the warm-up.”</p>	Distinguished	10%
	<p>Another teacher posted the checklist of activities on the board that students referred to throughout the lessons to track their progress. In another observation students in an independent reading group were given a checklist of reading comprehension questions on a bookmark. One teacher creatively engaged students in a lesson on supporting details by inviting students to get into an argument with their teacher.</p>	Proficient	62%



Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 24% of observations as basic in this component. In some observations directions were unclear and students had to ask clarifying questions before they could begin, such as: "How many lessons am I supposed to complete on IXL?" or "Where do I find the cards for this lesson?" Some teachers gave procedural explanations of the content with limited student engagement besides copying down notes. In one observation students answered questions incorrectly multiple times during a review game. The teacher said, "Pay attention. This is important because two teams answered incorrectly." The teacher did not explain the mistakes.</p>	Basic	24%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	5%
<p><b>Using Questioning/ Prompts and Discussion Techniques</b></p>	<p>The QSR team rated 72% of observations as proficient or distinguished in this component. In these observations teachers asked open-ended questions to extend discussions. In one observation the teacher asked, "Do you think the Catholic/Protestant split was peaceful? Why or why not?" and encouraged students to explain their thinking in writing. After taking a class poll, students shared their ideas and built upon one another's responses. In another observation a</p>	Distinguished	10%

Instruction	Evidence	School Wide Rating	
	<p>student shared an adjective to describe a character from the text. The teacher asked why they used that word, and the student gave a more thorough explanation. The teacher then asked other students if they agreed or disagreed. In another observation the teacher asked, "What do you think is happening in this picture? What do you see that makes you think that? What questions do you have? Is this a secular or a humanist focus? How does that tie in to what we learned yesterday?" In these observations students had time to discuss content in small group and most, if not all, students productively engaged with one another.</p>	Proficient	62%
	<p>The QSR team rated 24% of observations as basic in this component. In these observations many questions had a single correct answer such as, "What operation does 'combine' mean?" In some observations when teachers asked more open-ended questions such as "Why is this picture an example of irony?" or "What are some examples of like terms?" the teachers did not consistently push students to explain their thinking or respond to one another. In some of these observations students had time to discuss content in their small groups, but participation was inconsistent – some students did not participate at all.</p>	Basic	24%
	<p>The QSR team rated less than 10% of observations as unsatisfactory in this component</p>	Unsatisfactory	5%

Instruction	Evidence	School Wide Rating	
<b>Engaging Students in Learning</b>	<p>The QSR team rated 48% of observations as proficient or distinguished in this component. In these observations students were actively engaged in the academic content. In several observations students worked in small groups. In one observation a general education teacher lead a small group on reading comprehension at the front of the classroom, while an ELL teacher lead a small group on similes in the back of the classroom. In reading intervention class seven students logged into Read 180 on computers, nine students read independently, and the teacher lead a small group of five students. The teacher provided comprehension questions to the independent readers ahead of time that were prepared in individual cubbies. In one observation students chose how to spend their research time. Some researched on laptops, some read through books, and some productively talked with one another and sought support from the teacher.</p>	Distinguished	5%
		Proficient	43%
	<p>The QSR team rated 43% of observations as basic in this component. In these observations the pacing of the lesson was uneven. After the mini-lesson some students were unsure how to proceed with the work. Not every student was actively working and on-task. In one observation although many students actively engaged in researching their National History Day topics, some conversations and website browsing were off-task. In some small groups not all students were actively engaged. In a few observations students filled in the blanks of guided notes without having to think about the content.</p>	Basic	43%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 10% of observations as unsatisfactory in this component. In these observations few students were intellectually engaged. Many students were off- task and some were disruptive. In a couple of observations the lesson pacing was inappropriate. Thirty minutes of each class were spent on individual activities (calculator computations and IXL practice). Students appeared restless and were permitted to spend several minutes engaging in off-topic conversations.</p>	Unsatisfactory	10%
<p><b>Using Assessment in Instruction</b></p>	<p>The QSR team rated 55% of observations as proficient or distinguished in this component. In these observations teachers gave thorough and specific feedback. In one observation a teacher checked that students understood vocabulary, then engaged with one student in particular to help the student understand the word (without defining it for him). In another observation a teacher said, "This is an exit ticket. This will be put into your PowerSchool grades. If you log into PowerSchool today and aren't happy with your grades, you're welcome to stay after school tomorrow to correct your work." Another teacher told students that exit tickets determine what the class reviews the following week.</p>	Distinguished	10%
		Proficient	45%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 30% of observations as basic in this component. In these observations teachers circulated the room, but feedback to students was general. Teachers said, "Good job!" or "Try this problem." Other teachers monitored for student activity, but did not give input on content. In two observations teachers called on individual students to explain their correct answers without determining if others understood as well. In one observation a student told the teacher that the axis of symmetry divides a parabola in half. After the teacher drew a horizontal line through a parabola on the board, the student clarified his definition. It was unclear, however, if the other students understood the distinction.</p>	Basic	30%
	<p>The QSR team rated 15% of observation as unsatisfactory in this component. In these observations teachers did not give academic feedback to students, but rather circulated the room to manage behavior. In one observation the teacher offered students the correct solutions without determining if students understood them. In another observation a student asked the teacher how to convert a mixed number into an improper fraction. The teacher tried to address the question, but the student was still confused. The teacher moved on to another topic.</p>	Unsatisfactory	15%

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

## APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

