



June 7, 2017

John Pinkney, Board Chair
Eagle Academy PCS – Congress Heights
3400 Wheeler Road, SE
Washington, DC 20032

Dear Mr. Pinkney:

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 to petition for 15-year Charter Renewal during 2017-18 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Eagle Academy PCS – Congress Heights between April 3, 2017 and April 14, 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 Eagle Academy PCS – Congress Heights.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Joe Smith

Qualitative Site Review Report

Date: June 7, 2017

Campus Information

Campus Name: Eagle Academy PCS – Congress Heights

Ward: 8

Grade levels: PreK3-3

Qualitative Site Review Information

Reason for visit: School eligible to petition for 15-year Charter Renewal during 2017-18 school year

Two-week window: April 3, 2017-April 14, 2017

QSR team members: 2 DC PCSB staff, 3 consultants including one Special Education specialist

Number of observations: 29

Total enrollment: 739

Students with Disabilities enrollment: 118

English Language Learners enrollment: 0

In-seat attendance¹ on the days the QSR team conducted observations:

Visit 1: April 4, 2017 - 93.4%

Visit 2: April 7, 2017 - 88.3%

Visit 3: April 10, 2017 - 90.1%

Visit 4: April 11, 2017 - 94.1%

Visit 5: April 12, 2017 - 90.9%

Visit 6: April 13, 2017 - 91.3%

Summary

The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

Eagle Academy PCS – Congress Heights has a welcoming, bright and friendly school-environment. Students approached adults with questions and adults smiled and helped students without hesitation. Colorful displays of student work, photos of students learning and on field trips, and seasonal bulletin boards line the hallways and reflect a sense of student pride. One QSR observer attended the weekly morning community meeting for prekindergarten and kindergarten. In this community meeting a class of students led the school Eagle ABCs, teachers greeted and chatted with parents, and students participated in a short dance to “get moving” before being escorted to their classrooms.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 80% of observations as distinguished or proficient in the Classroom Environment domain which is the exact same score as the spring of 2013. The highest

¹ This data has not been validated by the school. DC PCSB pulled the data in May 2017.

rated component in this domain was *Creating an Environment of Respect and Rapport* with 93% of observations rated proficient or distinguished. The QSR team saw kind, curious and warm interactions exhibited in classrooms and common areas by both students and teachers.

The QSR team scored 74% of observations as distinguished or proficient in the Instruction domain up substantially from roughly 50% in the Spring of 2013. The highest rated component in this domain was *Communicating with Students* with 76% of observations rated proficient or distinguished. In these observations the instructional purpose of the lesson was made clear to students and teachers clearly communicated directions and content instruction.

Governance

A DC PCSB staff member attended an Eagle Academy PCS board meeting on March 22, 2017. A quorum was present. The board discussed enrollment projections, attendance rates, accreditation, board membership, and finances. The school reported that Middle States will visit the school in early April 2017. The board is expecting to meet a new potential board member soon and vote at the next meeting. An external accountant gave a financial report. The executive director, Joe Smith, explained the details of a construction loan and the board voted on the loan and the hiring of the construction company.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Eagle Academy PCS – Congress Heights responded to a DC PCSB questionnaire regarding the provision of instruction to students with disabilities. The special education-reviewer noted the following evidence, which demonstrates that the school is implementing its program with fidelity. The observations revealed that the specialized instruction generally lacked rigor but that teachers excelled at offering differentiated supports and gauging understanding.

- To support the learning of students with disabilities in general education classrooms, the school stated that teachers have access to a such resources as: enlarged texts for students with visual impairments, Frequency Modulation (FM) systems for students with hearing impairments, manipulatives, flashcards, dedicated aides, resource rooms, and intervention kits. This reviewer did not see the use of enlarged texts, FM systems, or intervention kits. In a resource room students practiced phonemic awareness and phonics by using plastic magnetic letters and word chunk tiles. In another resource room aides supported learning and provided specific feedback to students on sentence construction. In a pullout session students reviewed sight word skills by playing a flashcard-based game.
- To co-plan for lessons, the school reported that general and special educators collaborate at weekly Professional Learning Community meetings and twice monthly Professional Development sessions. In these sessions teachers are supposed to learn about research-based strategies to promote academics and behavior, and create data-driven lesson plans. The reviewer did not observe meaningful evidence of co-planning across all observations. Two classrooms utilized a "One Teach, One Assist" as the primary model of co-teaching. For most of the observations, the general educator led whole-group instruction, and the special educator supported

individual students. In one co-taught setting, as the class transitioned to independent reading, both teachers pulled small groups for guided reading.

- To gauge student understanding specifically for students with disabilities, the school explained that teachers use multiple methods of formative assessment, such as teacher-made quizzes, daily observations, and student-teacher conferences during independent work blocks. Across most observations teachers and aides paid close attention to evidence of student understanding. In a pullout session the teacher observed that a student struggled to cut out letter squares and provided guided support. After independent work in one observation, teachers and aides circulated to provide specific feedback. The teacher told a student, "I know that you sounded [the word] out in your head: 'dog.' But you wrote 'bog.' How could you check that you wrote the right one?" He made a hand gesture to tell the difference, and he corrected his work. In a different classroom both teachers circulated and monitored group discussions on the seasons, however some groups were not assessed and engaged in off task behavior.
- To differentiate a lesson the school wrote that teachers modify a lesson plan according to students' IEPs, 504 Plans, or other relevant data. To meet student needs, teachers used small-group instruction, one-on-one instruction, technology, kinesthetic activities, manipulatives, and visual aids. Evidence of differentiation was found in each classroom observed. In a co-taught setting the teachers provided visual aids by creating Venn Diagrams and T-Charts on a Smart Board. Later in the lesson, both the general and special educator pulled small groups for guided reading while the rest of the class read independently. In a resource room the teacher presented kinesthetic activities during small-group and one-on-one instruction. She differentiated a lesson on phonics and phonemic awareness by permitting to use magnetic letters and work chunks tiles, and she also encouraged a student to identify the first letter of a given word by locating it on the alphabet carpet and jumping on it.

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 charter review or renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.</p>	<p>The QSR team observed evidence that Eagle Academy – Congress Heights is meeting its mission.</p> <p>There was significant evidence that Eagle Academy prepares students socially, emotionally, and personally. Teachers, staff members, and students had positive rapports characterized by caring and warmth. Eighty percent of the observations in the <u>Classroom Environment</u> domain of the Danielson rubric scored as distinguished or proficient. Teachers acknowledge students’ lives outside of school, discussing friends, families, and interests. Grandparent volunteers helped in classrooms working with individual students and assisting with behavior management. There was also evidence of systematic community building including explicit instructions on how to appropriately engage with peers when exchanging personal information. The students were taught to shake hands, make eye contact, and respectfully attend to the speaker during conversations. Additionally the QSR team observed students take leadership of classroom routines and procedures in a few classrooms.</p> <p>The QSR team observed the school values (Eagle ABC’s) explicitly mentioned by teachers, administrators, and students as</p>

Mission and Goals	Evidence
	<p>well as posted in all classrooms. In several observations there was clear evidence that students have internalized the values outlined in the Eagle ABC's. Students held their peers accountable for participation, encouraged them to persist, and celebrated their success. In other observations students demonstrated determination when completing work that was challenging. The teacher in one classroom encouraged students to problem-solve and discussed how someone's actions made another student feel. Three students working in a learning center sang the Eagle Academy ABC's as they cleaned up and prepared to rotate.</p> <p>There is some evidence that the school is supporting students academically. The QSR team rated 74% of observations as distinguished or proficient in the <u>Instruction</u> domain. While some teachers sustained a strong classroom environment and rigorous instruction, other teachers struggled to engage all students, either due to behavior or low academic rigor. In one observation students commented that they had done the same lesson activities before and there was very little student engagement or excitement for learning. In many observations learning tasks required mostly recall instead of student thinking as noted in the <u>Instruction</u> domain of the Danielson template below. Observers noted a stark difference between classes with respect to instruction. While there is evidence in the building that some teachers masterfully challenge all students academically there is not evidence that all students receive rigorous and engaging instruction.</p>
Goals:	
PMF Indicator#1: Student Progress – Academic improvement over time	The QSR team noticed similar themes being taught in many ELA classes – idioms, learning about beginning sounds in words,

Mission and Goals	Evidence
<p data-bbox="250 237 834 304"><i>Effective instruction supporting student academic progress in reading.</i></p> <p data-bbox="250 342 870 480">PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in reading.</i></p>	<p data-bbox="915 237 1562 976">identifying main ideas – indicating that teachers collaborate or share lesson activities. In almost all observations students participated in small group Guided Reading instruction and teachers used a variety of leveled materials in the small group sessions. The teacher had printed copies of different leveled readers and visual prompts to introduce books. Many teachers imbedded vocabulary and phonics instruction into whole group and small group reading mini-lessons. Reading instruction covered a variety of literacy components. At stations in one observation students worked diligently on separate assignments (e.g., phonics, spelling, guided reading, writing, phonemic awareness) with little need for teacher intervention. Teachers in lower grades used read-alouds to gauge student understanding of text.</p> <p data-bbox="915 1014 1562 1291">The QSR team observed robust use of personal iPads for students to work on independent reading skills using the Lexia program. One QSR observer with extensive Lexia experience commented that, “Students were joyfully using the system and completing tasks that were at or above grade level.”</p> <p data-bbox="915 1329 1562 1881">In other observations (comprising less than 25%) the QSR team saw low levels of student engagement and rigor. In one class students practiced copying spelling words and combining simple sentences. Students were frustrated and asked the teacher if they could move on and combine more complicated sentences. The teacher did not respond. In another observation the teacher worked on a reading with four students while other students rotated between centers. The goal was for students to find the main idea of the story. Some students demonstrated that they could master the objective; however the behavior of other students prevented them</p>

Mission and Goals	Evidence
	<p>from fully engaging with the learning task as the teacher was continually stopping to address other groups.</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 – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in math.</i></p>	<p>Math observations were generally strong. Teachers introduced clear objectives and worked to engage every student. Students effectively worked together to identify misunderstandings. In one observation students creatively designed angles in partners with their bodies. Students were excited to participate and smiled and laughed as they critiqued each other’s displays. In most observations students practiced math skills during center time. In one class students used a paper pizza to count, match and order numbers. Teachers pushed students to answer high-level questions and explain their reasoning. In one distinguished observation students took the initiative to explain mathematical concepts to their peers and reported back to their teacher to get feedback on their processes. In another observation the teacher implemented a “no opt-out” policy and ensured every student was accountable to engage with the math lesson and take academic risks. Students worked on Common Core aligned lessons that were designed to promote their understanding of key mathematical concepts such as integers and shape classification.</p> <p>One QSR observer noted a content error: A teacher told two students who were in a debate about a shape they thought was a diamond that they were wrong and the shape is a rhombus. However, both shapes have the same characteristics and the teacher did not elaborate on why they were wrong.</p>

Mission and Goals	Evidence
<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	<p>In some classrooms teachers effectively implemented Guided Reading groups. Most classrooms used balanced literacy as evidenced by the presence of literacy rich centers, anchor charts detailing appropriate literacy strategies and leveled reading materials for students. In many observations whole class mini lessons focused on essential reading outcomes.</p> <p>In multiple ELA observations all students were intellectually engaged in the lessons. In one observation when asked to compare two stories, groups of students immediately got to work. The teacher then asked students to take turns sharing their ideas with the rest of the class. After a transition everyone remained engaged, either reading the legend independently or participating in small reading groups.</p> <p>In other observations, however, students did not intellectually engage with the literacy content. Students in these observations copied words from the board, traced letters, and did not receive feedback from teachers in small reading groups. Additionally student behavior in these classes distracted the learning process.</p>
<p>PMF Indicator #4: School Environment – Predictors of future student progress and achievement</p> <p><i>Culture of learning and support in the classrooms</i></p>	<p>DC PCSB uses attendance, among other indicators, 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%, which is the floor of the Performance Management Framework.</p> <p>In-seat attendance on the days the QSR team conducted observations:</p> <p>Visit 1: April 4, 2017 - 93.4%</p> <p>Visit 2: April 7, 2017 - 88.3%</p> <p>Visit 3: April 10, 2017 - 90.1%</p>

Mission and Goals	Evidence
	<p data-bbox="917 237 1380 338"> Visit 4: April 11, 2017 - 94.1% Visit 5: April 12, 2017 - 90.9% Visit 6: April 13, 2017 - 91.3% </p> <p data-bbox="917 380 1560 550"> The QSR team observed parents frequently bringing their children late to school and into the classroom without any consequence or sense of urgency to get to school earlier. </p>

THE CLASSROOM ENVIRONMENT²

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 80% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 93% of the observations as distinguished or proficient in this component. In these observations interactions demonstrated that teachers and students care about each other. Teachers called students by name or referred to them as “friends” and modeled respectful interaction. One teacher said to a student, “We are not calling our classmates liars” in response to an inappropriate comment. The teacher went on to say to the offended student, “I like your active imagination.” Teachers recognized student moods and responded appropriately. A student who arrived late said, “I need a hug.” The teacher stopped with her reading group and says, “It is ok,” and gave the student a hug.</p>	Distinguished	14%
	<p>In distinguished observations teachers demonstrated warmth and encouragement towards students and made individual connections with students. In one observation the teacher commented on sentences a student wrote about her siblings, “You must be a great big sister!” In another distinguished observation students high-fived each other when their group came up with a sentence for a tricky word.</p>	Proficient	79%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	7%

² Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team rated 72% of the observations as distinguished or proficient in this component. In these observations teachers encouraged students to do their best and recognized student effort. In one observation the teacher stopped a lesson and asked students to start again because everyone was not participating. Teachers used a variety of language to acknowledge engagement such as, "Give him a silent cheer," "Give me a high five," and "I like to see all my scholars ready, loud and proud!" One teacher persisted with a student who said "I can't do it" by telling her, "You are learning today and you will be able to." In another observation the teacher said, "See what happens when you practice?" in response to the student completing an assignment correctly. The teachers insisted on precise language. When students used incorrect language (e.g., "Ralph got green hair), the teachers repeated their answers using proper grammar. In another observation the teacher asked students to repeat letter sounds if said incorrectly, modeling when appropriate.</p>	Distinguished	6%
	<p>In one distinguished observation a student shared that he enjoyed the process of teaching his peers. Another student shared that she had mistakes but another peer walked her through the steps to solve the problem correctly.</p>	Proficient	66%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 28% of the observations as basic in this component. In these observations some students did not participate and tapped pencils, had their heads down, or pouted during the lessons. In many of these observations students were not on-task during center time. In one observation students at one center did victory dances after finding the correct letters to write words, but students in the other centers were off-task. In other observations teacher energy was low. One teacher remained seated in the front of the room with the lights out as student behavior deteriorated and the class become less engaged with the activity.</p>	Basic	28%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 79% of the observations as distinguished or proficient in this component. Teachers in these observations had routines and procedures for nearly all activities – sharpening pencils, cleaning up after snack time, and getting iPads for classroom activities. Teachers maximized instructional time and students seamlessly transitioned from one activity to the next with little direction. A variety of signals indicated transition time or gained student attention such as, counting down, handclaps, or hand signals for tracking the speaker. In one observation students came in from gym class and immediately picked a book to start reading. In another observation when the timer sounded, the teacher asked what students should do. They replied, “Clean up” in unison and put materials away.</p>	Distinguished	3%
		Proficient	76%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of observations as basic in this component. In these observations instructional time was lost due to ineffective implementation of routines or procedures. In many of these observations routines functioned unevenly. In one observation it took multiple teacher reminders for students to return to their carpet squares after a turn and talk.</p> <p>In another observation students slammed iPads in protest of having to return them. There was confusion about who the "materials manager" was, and some students complained about not having pencils. In another observation there were few routines established. During a transition students fought over iPads and did not go to their assigned stations resulting in lost instructional time. The QSR team noted iPads on the floor and desks after student use.</p>	Basic	21%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team scored 76% of the observations as distinguished or proficient in this component. Many teachers used similar strategies for managing behavior and procedures – countdowns, color charts, etc. Student conduct in these observations was generally appropriate. Teachers used positive narration to reinforce standards of conduct. Additionally teachers recognized good behavior. One teacher said, "Thank you for reminding your classmate of the rules." The teachers showed awareness of conduct and effectively intervened when necessary. In one observation when a student accused another of sticking his tongue out at him, the teacher said, "That's not nice. Is that a good choice?" The student said,</p>	Distinguished	10%

The Classroom Environment	Evidence	School Wide Rating	
	<p>"no." The teacher went on to say, "Let's make good choices." Both students immediately got back on task.</p> <p>In distinguished observations there was no evidence of student misbehavior. In one classroom students recited the classroom rules and gave examples to highlight why each rule was important.</p>	Proficient	66%
	<p>The QSR team rated 21% of observations as basic in this component. In these observations teacher attempts to redirect behavior were generally unsuccessful. In one observation the teacher attempted a 'restorative justice circle' in which two students learned how to "express their hurt" and apologize to one another. However later in the observation students got into minor physical argument and the teacher had to remove students. In another observation the teacher repeatedly said, "Please stop" but did not give consequences and student behavior did not change. One student continued to hit his peer with a slap bracelet without consequences for the entire observation.</p>	Basic	21%
	<p>The QSR team rated less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	3%

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 74% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 76% of the observations as distinguished or proficient in this component. In these observations teachers gave explicit directions, modeling when necessary. A teacher referenced an anchor chart with three rules on capitalization, spacing, and ending punctuation while giving instructions for a writing activity. The teacher then reviewed proper spacing between words by placing one finger space between words. Teachers articulated the purpose of the lessons.</p>	Distinguished	10%
	<p>In one lesson on fables the teacher said, “As I read, I want you to think about what the characters are doing. You have to make inferences.” Students in many observations worked in centers and teachers shared verbally and in writing the learning objective at each center. Additionally teachers taught explicit vocabulary during student lessons and used age-appropriate and content specific terminology.</p> <p>In addition to the above descriptors teachers in distinguished observations creatively described content and allowed students multiple ways to process new information. Moreover, the teacher used advanced vocabulary (tremendous, enormous, immense, vast) when summarizing what the students shared.</p>	Proficient	66%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 24% of the observations as basic in this component. In these observations directions were unclear and left students confused about the learning tasks. In one observation the teacher told students to combine simple sentences with a conjunction. There was no discussion of subjects or predicates and many students could not complete the work.</p> <p>In another observation the teacher began to give instructions for a turn and talk. Students started to share before hearing all the instructions and the teacher stopped the discussion and began to write questions on the board while some students continued talking and did not discuss the correct content. The QSR team also noted minor content errors such as when one teacher did not correctly explain alliteration.</p>	Basic	24%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 75% of the observations as distinguished or proficient in this component. In these observations QSR observers heard teachers ask a variety of open-ended questions such as: "How do you know that's the right answer?" or "Can you describe what it looks like outside?" or "Can you find a picture in the classroom with the same beginning sound?" resulting in high-levels of student participation. Several teachers used turn and talks to encourage student discussion and elicit responses. In one observation the teacher asked if a story was fiction or non-fiction and had the students justify their answers with evidence from the text in pairs before sharing out with the class.</p>	Distinguished	7%
	<p>Teachers encouraged students to respond to each other and taught discussion strategies. One teacher encouraged students to respond to each other; each time a student answered a question, the teacher said, "Is that accurate?" and a different student would say, "No, I disagree because..." In another observation the teacher directed students to greet one another and ask a peer what they did last night. All students participated in the discussion. Teachers in these observations used wait time effectively and several teachers used equity sticks or name generators to get high levels of participation.</p>	Proficient	68%
	<p>The QSR team scored 25% of the observations as basic in this component. In these observations teachers asked questions requiring one word or simple answers. Students in these observations did not participate in discussions and generally only a few students who volunteered were called on to answer questions.</p>	Basic	25%

Instruction	Evidence	School Wide Rating	
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 72% of the observations as distinguished or proficient in this component. Students in these observations actively engaged with the learning tasks. In many observations students worked diligently on separate assignments in self-selected learning stations. Station rotations were suitably paced and teachers did not need to remind students to stay focused. As students finished assignments or a center they moved sticks to another center and immediately began working on the new task.	Distinguished	6%
	Teachers engaged students in a variety of learning activities and groupings. In one observation students completed a do now followed by independent activities in workbooks and concluded when students were paired with a partner to make different types of angles with their bodies. All students observed made critiques and suggestions if the angles were incorrect. Teachers in these observations kept students engaged with little downtime allowing students to work on iPads or suggesting additional objective-aligned work to those students who completed tasks first. On one day of observations, second grade was culminating their unit on Ancient Greece with Greek Day. The teachers decorated the hallway with large columns that displayed the banner, "Welcome to Greece!" Teachers wore togas and plant crowns and students had an opportunity to try Greek food.	Proficient	66%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 28% of the observations as basic in this component. In these observations students were disengaged from the lessons, refused to work or student behaviors distracted the class. In one 30-minute observation students did spelling practice and were instructed to write two simple sentences on a piece of construction paper. Several students wanted to combine their sentences with conjunctions, but were told they had to wait.</p> <p>In some observations much of the lesson focused on whole-group instruction with little opportunity for students to engage with content. Students spent the entire lesson on the carpet and some students became restless and started play fighting or talking with their friends.</p>	Basic	27%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Using Assessment in Instruction	<p>The QSR team rated 71% of the observations as distinguished or proficient in this component. In these observations teachers monitored student understanding and gave timely and specific feedback. In one observation after a whole group activity on sorting colors the teacher pulled two students to work on the skill while others rotated in centers. In another observation the teacher reminded the class that there should only be lower case letters in the middle of a sentence after noticing that many students made the same mistake.</p>	Distinguished	7%

Instruction	Evidence	School Wide Rating	
	<p>Teachers asked questions throughout lessons to gauge understanding. When students got an answer wrong, teachers asked other students to help but always circled back to the original student to ensure understanding.</p> <p>In distinguished observations students took active roles in assessing their work and the work of peers. In one observation a teacher monitored student understanding, and students engaged self and peer assessment.</p>	Proficient	64%
	<p>The QSR team scored 29% of the observations as basic in this component. In many of these observations only a few students volunteered to share work or answer questions and feedback was general in nature. In one observation teachers gave unspecific feedback such as, "Great job remembering!" or "Fantastic!"</p> <p>The teachers in these observations circulated to some groups or students during work time while others were not assessed and were frequently off task. In some observations teachers only did global checks for understanding. Some teachers moved on without following up if there was any misunderstanding.</p>	Basic	29%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

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