



June 9, 2017

Ty Johnson, Board Chair
National Collegiate Preparatory Public Charter High School
4600 Livingston Rd SE
Washington, DC 20032

Dear Mr. Johnson:

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:

- o School designated Focus or Priority by Office of the State Superintendent of Education (OSSE)

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of National Collegiate Preparatory Public Charter High School between April 3, 2017 – 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 National Collegiate Preparatory Public Charter High School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: June 9, 2017

Campus Name: National Collegiate Preparatory Public Charter High School

Ward: 8

Grade levels: 9th - 12th

Reason for visit: School designated Focus or Priority by Office of the State Superintendent of Education (OSSE)

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

QSR team members: 1 DC PCSB staff, 2 consultants

Number of observations: 18

Total enrollment: 274

Students with Disabilities enrollment: 43

English Language Learners enrollment: 0

In-seat attendance¹ during the two-week window:

Visit 1: April 4, 2017 – 90.2%

Visit 2: April 5, 2017 – 91.9%

Visit 3: April 10, 2017 – 86.2 %

Summary

The mission of National Collegiate Preparatory Public Charter High School (National Collegiate Prep PCS) is

to offer a rigorous, standards-based college preparatory curriculum, to maximize our students' academic achievement, provide an interdisciplinary curriculum that combines international studies themes that would offer an opportunity for an International Baccalaureate (IB) education, and prepare our students to be self-directed, life-long learners equipped to be engaged citizens of their school, community, country, and world.

DC PCSB has serious concerns about the observable downward trend in school climate and academic instruction, particularly for a school in its 9th year of operation. While DC PCSB observed strong instruction in many of the International Baccalaureate (IB) classes, instruction was generally weak in other classes, with low student engagement in 44% of classrooms and unsatisfactory student behavior management in 28% of classrooms as students slept at their desks, disrespected teachers, and walked in and out of classrooms without permission.

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 52% of observations as proficient in the Classroom Environment domain down significantly from [December 2013 QSR in which 75% of the observations scored proficient and none distinguished](#). In some observations teachers and students demonstrated genuine warmth toward each other and teachers maximized instructional time with effective transitions and procedures. The highest rated component in this domain was *Managing Student Behavior* with 61% of observations scored as proficient and none as distinguished. While in most observations

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

behavior was appropriate and teachers addressed misbehavior effectively, in some observations teachers acknowledged and made attempts to redirect off task student behavior with limited success leading to lost instructional time.

The QSR team scored just 35% of observations as proficient in the Instruction domain down considerably from 60% in the December 2013 QSR. The QSR team rated most IB observations as proficient, with students engaged in rigorous learning tasks and participating actively in discussions, though IB classes represented only a small number of observations. The highest rated component in this domain was *Communicating with Students* with just 44% of observations receiving a rating of proficient. In these observations teachers clearly explained learning tasks, directions and objectives. The lowest rated components in this domain were *Using Questioning/Prompts and Discussion Techniques* and *Using Assessment in Instruction* with only 28% of observations rated as proficient. Many teachers did not adequately assess student understanding and asked questions with only a single correct answer resulting in little opportunity for student discussion. The QSR team rated over 10% of observations as Unsatisfactory in three out of four components in the Instruction domain.

Governance

A DC PCSB staff member observed a board meeting on March 15, 2017. A quorum was present. Connie Spinner, the Executive Director of Community College Prep PCS, facilitated the board meeting. Ms. Spinner is not a member of the National Collegiate board but assisted the board through leading discussions and modeling board procedures. The Executive Director announced that she recently terminated the principal, and that Dr. Dianne Brown will be the principal again. Dr. Brown discussed a negative change in school culture, and announced her determination to help students feel physically, mentally, and emotionally safe at National Collegiate Prep PCS. The Board discussed SY2016-17 celebrations, including college acceptances and scholarships that current students have earned. The board discussed new initiatives including differentiated cohorts, blended learning programs, and administering the PSAT/SAT to all grade levels. The board assessed Fall 2016 and Winter 2017 NWEA data.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, National Collegiate Prep PCS provided answers to specific questions posed by DC PCSB regarding the provision of instruction to Students with Disabilities (SWD). Reviewers looked for evidence of the school's articulated program in their observations and saw some evidence of the described methods of supporting SWDs in the general education environment. Support for students with disabilities was mixed across classrooms, some teachers implemented the described methods of Do Nows, exit tickets, differentiation, and checks for understanding consistently and effectively, and others attempted to implement these strategies but did so ineffectively.

- The school reported that special education teachers work with general education teachers to provide reading materials that are accessible at multiple reading levels. One reviewer

saw students using Achieve 3000, an online literacy program that tailors readings to a student's Lexile level in a history class to learn about the Great Depression.

- The school explained that teachers may use laptops, interactive white boards, and projectors for visual representations of key concepts. Reviewers observed teachers displaying steps to complete math problems on chalk boards projectors, and projecting graphic organizers as they filled them out to guide students in doing so on their own.
- The school stated that classes use Do Now assignments and exit tickets to assess whether students are able to articulate or demonstrate their knowledge. Teachers consistently used Do Nows to assess whether students were able to demonstrate their knowledge, though teachers' assessment of students was more effective in some observations than in others. Students shared responses and teachers provided feedback on tasks requiring students to read a text and write about the tone, interpret a quote, and use vocabulary correctly. In a couple of observations, however, students completed Do Nows with no follow-up from the teacher, and many students copied what was on the board with no indication that they understood the concept.
- The school reported that teachers are expected to check for understanding throughout lessons. Implementation of checks for understanding was mixed across observations. Teachers in some observations used a variety of strategies to check for understanding, including cold calls, students checking answers against a rubric or against the teacher's notes, examinations of each individual student's work, and conferences with students or small groups of students. In some observations, however, teachers focused only on a small group of students for the entire class period or looked for global indications of understanding without ensuring that all students understood the presentation.
- The school described differentiation as including high interest, low readability (requiring a lower reading level) texts on the same topic to allow students to participate in themed discussions; additional notes or peer partners in note-taking; varied presentation of material, meaning students are exposed to materials visually, auditorily, and kinesthetically; and cooperative groups across grade levels. Reviewers saw inconsistent differentiation across classrooms. In one observation students moved around the classroom to physically demonstrate a concept. Teachers also presented material using real-life examples to generate student interest and connection to key concepts. In many observations, however, students completed the same activity with no differentiation for the entire class period, such as copying notes out of a text or reading a text and answering questions independently.

Elementary and Secondary Education Act (ESEA) Waiver Focus School Intervention and Support Plan

The Office of the State Superintendent of Education (OSSE) first identified National Collegiate Prep PCS as a Focus school in the fall of 2013 based on the performance of their African American and Economically Disadvantaged students on the math portion of the state assessment in school year 2012-13. It is important to note that the school is 100% African American, so that while this is a Focus area, the academic concern impacts all students attending the school. DC PCSB began monitoring that same school year. While the ESEA Waiver expired on August 1, 2016, Focus schools are still required to implement Intervention and Support Plans as the state transitions to the Every Student Succeeds Act (ESSA) during school year 2016-17. OSSE granted certain flexibilities, including flexibility from intervention and support plan monitoring, to Focus Schools that met specific performance thresholds based on 2016 PARCC results.² National Collegiate Prep PCS did not meet these minimum performance thresholds³ thus DC PCSB is required to continue monitoring the school's implementation of its intervention and support plan during school year 2016-17 and the school remains a Focus School. Prior to the two-week window the school submitted responses to an ESEA Questionnaire focusing on instructional improvement strategies to support African American and Economically Disadvantaged students in math.

- According to National Collegiate Prep PCS's ESEA Questionnaire, the school expects to see students using academic language in all classes, explaining their response, and reading and pulling out information from prompts to answer questions. The QSR team observed mixed evidence of this strategy. In some observations students read challenging texts and interpreted them to answer the teachers' question, using context clues to understand the meaning of words, interpreting a primary source document, and reading an article in Spanish and answering the teacher's questions. In many classrooms, however, students did not have the opportunity to explain their responses as tasks required only fact recall.
- In 10th grade math specifically, National Collegiate Prep PCS's ESEA Questionnaire stated that students would "make sense of problems and persevere in solving them as measured by lesson plans, classroom observations, and student work products." The QSR team

² Flexibilities will be granted for eligible schools in which:

- ✓ At least 25 percent of students in the school performed at level 3 or above (for Focus schools this includes only students in the identified subgroup and subject area); and
- ✓ At least 5 percent of students in the school performed at level 4 or above (for Focus schools this includes only students in the identified subgroup and subject area).
- ✓ At least 67 percent of all students met the four-year graduation rate, as required by ESSA (high schools only).

Letter from OSSE to Friendship Public Charter School, September 6, 2016

³ National Collegiate Prep PCS results on the 2015-16 PARCC assessment in math were as follows for PARCC levels 3 through 5:

- Level 3: 31%
- Level 4: 0%
- Level 5: 0%

observed weak implementation of this strategy. In one math observation students made sense of problems, explained what math symbols meant in their own words, and interpreted truth tables. In most math observations, however, teachers delivered content without assessing student understanding. Students had limited opportunities to demonstrate their knowledge. In a few observations disruptive behavior prevented teachers from conducting class. In one observation a teacher handed out a worksheet, a student crumpled it, and threw it back at the teacher.

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>Mission:</p> <p>The mission of National Collegiate Preparatory Public Charter High School is (1) to provide a rigorous 9th - 12th grade standards-based college preparatory curriculum, (2) to provide an interdisciplinary curriculum which integrates international studies themes across the academic curriculum leading to an International Baccalaureate (IB) Diploma and (3) to prepare our students to be self-directed, life-long learners equipped to be engaged 21st century citizens of their school, community, country and world.</p>	<p>Overall the QSR team saw weak evidence that the school is meeting its mission.</p> <p><i>Rigorous College-Preparatory Curriculum</i> In many observations instruction was not rigorous, with 73% of observations rated as <u>below</u> proficient in the <i>Questioning and Discussion</i> element and 61% of observations rated as <u>below</u> proficient in the <i>Engagement</i> element. Questioning often led students on a single path of inquiry and generally required only a recall of facts. Behavioral issues were significant and distracted from learning in multiple observations.</p> <p>Instruction was rigorous in some of the classrooms where questioning required deep thought and varied responses, and students were highly engaged. See the Questioning Element of the Instruction domain for more detail.</p> <p><i>International Baccalaureate Program</i> The IB classes the QSR team observed were strong. Students in the Spanish IB lesson were highly engaged, reading an article in Spanish and responding to the teacher’s comprehension questions. The teacher demanded excellence as he spoke to students only in Spanish and helped them understand the content by clarifying the text with simple Spanish vocabulary. In the IB History class, students read from a primary source and discussed the merits of having a narrator so close to the actual</p>

	<p>events. They spent time completing a graphic organizer as a class and then the teacher instructed them to write a short essay as practice for the IB exam and students were highly engaged throughout.</p> <p><i>Self-Directed, Life-Long Learning</i> The QSR team saw mixed evidence of the school helping students to develop as self-directed life-long learners. Engagement was weak in 61% of the observations, with only some students on task. In cases where students were not on task, there was little effective intervention from the teacher. Students walked around classrooms, socialized, and played with each other's hair, rather than work on academic tasks.</p> <p>In the some of the observations, students actively participated by answering the teacher's questions, filling out graphic organizers in preparation for writing an essay, writing short responses to quotes, examining the tone of an essay, and looking for context clues to define words from a class novel. In these observations instruction was clear, vocabulary was appropriate, and students engaged with the learning task. In other observations students were continuously confused and kept asking the teacher to the repeat instructions.</p>
<p>Goal 1:</p> <p>Students will demonstrate proficiency and/or content mastery in English (i.e. reading and writing).</p>	<p>The QSR team observed proficient instruction in most English classes. Some classes had strong instruction and high student engagement. Students discussed topics such as tone, character development, and the meaning of complex vocabulary words based on context clues.</p>
<p>Goal 2:</p> <p>Students will demonstrate proficiency and/or content mastery in mathematics.</p>	<p>The QSR team observed basic or unsatisfactory math instruction in most math observations. In one observation the teacher focused almost all of her attention on a small group of four students. All</p>

	<p>questioning and discussion was focused on this group, with no indication that other students understood the instruction.</p> <p>During a math quiz students came in and out of the classroom, socialized, and used profanity. The teacher asked one student to come to the board to write the answer to a math problem after the quiz was over, and asked the other students to assess the answer, but few students participated in the discussion.</p> <p>The QSR team observed just one proficient math class. In this class students demonstrated familiarity with advanced math concepts, explaining in their own words what math symbols meant and how to interpret truth tables.</p>
<p>Goal 3:</p> <p>Students will demonstrate proficiency and/or content mastery in science.</p>	<p>The QSR team observed weak science instruction in most science observations. In one science class students were engaged and demonstrated understanding of concepts. Students focused on learning complex topics, such as the difference between allopatric and sympatric speciation and made connections between behavioral isolation in animals and in humans.</p> <p>Students in the other science classes did not demonstrate proficiency or content mastery. In some observations students spent the entire class period either off task (socializing, walking around, playing with each other's hair) or working silently by themselves. The teacher collected the work at the end of class with no opportunity for students to discuss what they learned. The teacher walked around monitoring behavior.</p>
<p>Goal 4:</p> <p>Student satisfaction with the school's programs and ability to demonstrate an</p>	<p>The QSR team observed mixed evidence related to this goal. In some observations students were focused and respectful of each other and their teachers. In other</p>

<p>understanding of Honor, Scholarship and Leadership values.</p>	<p>observations, students disregarded the teacher and were openly disrespectful of each other and the teacher.</p> <p>In Establishing a Culture for Learning, the QSR team scored 44% of observations as proficient. In these observations students stayed on task, asked academically-focused questions, and persisted with difficult academic tasks such as understanding a complex text in Spanish. In 56% of observations there was little commitment to learning on the part of students, as they socialized instead of engaging with the learning task.</p>
<p>Goal 5: Teacher satisfaction with the school's operations and programs.</p>	<p>Not observable</p>
<p>Goal 6: Family/parents' support of the school and its mission.</p>	<p>Not observable</p>
<p>Goal 7: The Board of Trustees will ensure that National Prep is financially viable and demonstrates fiduciary responsibility for all monies received by and for the school.</p>	<p>Not observable</p>
<p>Goal 8: The Board of Trustees will ensure that National Prep has access to appropriate and quality human and capital resources to support the education program.</p>	<p>Not observable</p>
<p>Goal 9: The Board of Trustees will ensure that National Prep maintains and enforces its fiscal and organizational policies.</p>	<p>Not observable</p>
<p>Goal 10:</p>	

<p>The School Corporation will earn at least 8% of the possible points on the College Readiness Indicator, which includes Advanced Placement, International Baccalaureate, and Dual Enrollment Achievement, in school year (SY) 2015-16, 10% in SY 2016-17, 11% in SY 2017-18, and 12% in SY 2018-19 (10th year of operation).</p>	<p>See the evidence under <i>IB</i> in the Mission Section.</p>
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THE CLASSROOM ENVIRONMENT⁴

This table summarizes the school’s performance on the Classroom Environment 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 51% 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	The QSR team scored 50% of the observations as proficient in this component and none as distinguished. In these observations teachers modeled respectful behavior and taught students how to be respectful to each other. Interactions between teachers and students were warm and teachers praised students for good work and showed that they cared about the students’ lives outside the classroom. In one observation the teacher talked to a student about her softball team and her college choices.	Distinguished	0%
		Proficient	50%
	The QSR team rated 33% of the observations as basic in this component. In several observations interactions between teachers and students lacked warmth and respect. In some observations students disrespected the teacher as they had side conversations, listened to music, went in and out of the room without permission, and played with each other’s hair despite the teacher’s directions to stay on task.	Basic	33%
The QSR team scored 17% of the observations as unsatisfactory in this component. In these observations students were openly disrespectful toward the teachers and each other. In one observation a student used	Unsatisfactory	17%	

⁴ Teachers may be observed more than once by different review team members.

	<p>profanity and obscene gestures with no response from the teacher. In another observation students ignored everything the teacher said. When the teacher passed out an assignment some students crumpled it into a ball and threw it at the teacher. The teacher did not respond.</p> <p>In one observation the teacher spoke disrespectfully to students on several occasions. One student needed to sharpen her pencil and the teacher, in a mocking tone said, "It's broken...sorry." To another student the teacher said, "You can't do it. You tried but you were unsuccessful."</p>		
<p>Establishing a Culture for Learning</p>	<p>The QSR team scored 44% of the observations as proficient in this component. Teachers demonstrated high regard for student abilities, and students demonstrated high motivation and expended effort to complete their work and ensure good quality.</p> <p>Teachers consistently encouraged struggling students. In one observation many students participated in high-level discussions. The teacher called on different students and encouraged them when they struggled with challenging questions about character development, saying, "Don't be afraid" and "Don't second guess yourself. You've got this."</p> <p>In another observation the teacher demonstrated high regard for student ability as he praised them for observations that he had not considered, saying, "I like that - I didn't even consider that!"</p>	<p>Distinguished</p>	<p>0%</p>
		<p>Proficient</p>	<p>44%</p>
	<p>The QSR team rated 39% of the observations as basic in this component. In several observations teachers and students did not show a strong commitment for learning. Students were often off task, and teachers did not make a strong effort to correct their behavior. In one observation the teacher did not look at student work as they answered text book questions even though the teacher</p>	<p>Basic</p>	<p>39%</p>

	<p>walked around the classroom for the entire observation.</p> <p>In another observation the teacher did not have high expectations for the students. After presentations by students, the teacher gave minimal feedback, such as explaining to students how to stall during a presentation to take up more time, instead of providing feedback on how to give a quality presentation.</p>		
	<p>The QSR team scored 17% of the observations as unsatisfactory in this component. In these observations students did little or no work. Students sang, socialized, combed their hair, walked around the classroom, hit each other, and disregarded all instructions from the teacher. Twenty minutes into the lesson of another observation, the teacher was still shouting the same question that she was trying to ask at the beginning of the lesson.</p>	Unsatisfactory	17%
Managing Classroom Procedures	<p>The QSR team scored 50% of the observations as proficient in this component. Teachers had clear procedures and routines in place with little to no loss of instructional time. The teachers were prepared and transitions flowed smoothly. In one observation students eagerly helped the teacher with collecting papers. At the end of one class, a student collected the text books and returned them to their spot without incident. In another observation students got a pass to leave the classroom without classroom disruption.</p>	Distinguished	0%
		Proficient	50%
	<p>The QSR team rated 39% of the observations as basic in this component. Transitions between activities took several minutes resulting in lost instructional time. In one observation there was lost instructional time when the teacher constantly switched between a video and writing on the board. At times</p>	Basic	39%

	students were unable to see the video or the board, and instruction stopped as students adjusted.		
	The QSR team scored 11% of the observations as unsatisfactory in this component. In these observations, students were so loud and disruptive that the teacher spent the entire class trying to manage the students and the class lost significant instructional time, with no evidence that the instructor had established routines or procedures.	Unsatisfactory	11%
Managing Student Behavior	The QSR team scored 61% of the observations as proficient in this component and none as distinguished. In these observations student behavior was appropriate and students followed teachers' directions without hesitation. In one observation the teacher successfully gave gentle reminders to get students back on task as she told students, "Ok scholars, you are supposed to be working independently. If you have a question, raise your hand, and I will come over." In another observation, the one minor incident of off-task behavior was effectively managed as the teacher took the student into the hallway to address the behavior and the student returned with a noticeable improvement as he began working.	Distinguished	0%
		Proficient	61%
	The QSR team rated 11% of the observations as basic in this component. Teachers attempted to maintain order in the classroom with varied success. Teachers responded inconsistently to student behavior, telling some students to be silent, while others continued to talk at the next table with no intervention from the teacher.	Basic	11%
	The QSR team scored 28% of the observations as unsatisfactory in this component. Teachers	Unsatisfactory	28%

	<p>in these observations had a hard time maintaining control. In some observations students completely disregarded teachers. In one observation students were so loud that the observer could not hear the teacher as he tried to yell over the students. Many students were off-task in these classrooms.</p> <p>In one observation students used a pushpin to demonstrate how tattooing works, slept, picked at their nails, or wrote on their desks instead of completing class work. In another observation students demonstrated off task behavior as they sang, talked loudly, cursed, walked around the classroom, hit each other and disregarded all instructions from the teacher.</p>		
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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 35% 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 44% of the observations as proficient in this component and none as distinguished. Teachers clearly explained learning tasks, directions, and objectives. Teachers also demonstrated a passion for their work, using enthusiastic tones and stories to connect the objectives to student interest. One math teacher used an example about getting a raise and buying an engagement ring to help students understand logic. In another observation students focused on learning complex topics, such as the difference between allopatric and sympatric speciation and made connections between behavioral isolation in animals and in humans.</p> <p>In another observation the teacher paraphrased student responses in a clear way to help other students understand as the class is discussed a source document from two hundred years ago to explore the narrator’s reliability. The teacher used the primary source for vocabulary improvement, highlighting certain words, writing their meaning on the board and discussing.</p>	Distinguished	0%
		Proficient	44%
	<p>The QSR team rated 44% of the observations as basic in this component. Students were often confused about what they were supposed to be doing. Teachers’ directions were unclear or nonexistent. Teachers in multiple observations had to repeat instructions multiple times and</p>	Basic	44%

	<p>students still called out to ask for clarification such as "What page? What are we supposed to write? What are we doing?" In one observation students demonstrated confusion with the assignment. Students repeatedly asked what they were supposed to be doing. In another observation, the teacher focused almost all her attention on a small group of students without ensuring that other students understood the presentation.</p>		
	<p>The QSR team scored 12% of the observations as unsatisfactory in this component. Classrooms were chaotic and the observer often could not hear the teachers as they tried to yell over the students. Due to disciplinary issues, the teachers were not able to effectively communicate with students.</p>	Unsatisfactory	12%
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored just 28% of the observations as proficient in this component and none as distinguished. In these observations teachers asked challenging, open-ended questions and had high levels of student participation. In one observation students and the teacher discussed the tone of a chapter from a book. The teacher told the students, "Well said, the tone changes from solemn to sentimental. The tone can change even within one chapter."</p>	Distinguished	0%
	<p>In one observation the teacher called on most students. Questions required deep thought on the part of students like, "Why is it important that the author wrote events as they occurred?" Most students enthusiastically participated and the teacher gave students adequate wait time, building off their answers for the next question.</p>	Proficient	28%

	<p>The QSR team rated 56% of the observations as basic in this component. Teachers relied primarily on recitation type questioning leading students down a single path of inquiry and only a few students participated. In one observation the teacher did not attempt to involve most of the class in the discussion. Students had limited opportunities to discuss their work with each other and few students participated when the teacher asked for volunteers to complete problems.</p>	Basic	56%
	<p>The QSR team scored 18% of the observations as unsatisfactory in this component. In two of these observations, the classrooms were extremely chaotic. Few students responded to the teacher's questions, as disciplinary challenges dominated most of the class.</p>	Unsatisfactory	18%
Engaging Students in Learning	<p>The QSR team scored just 39% of the observations as proficient in this component and none as distinguished. Teachers in these observations used varied activities to engage students and teach new concepts and students participated enthusiastically. One teacher used real-life examples to help explain content that increased student interest. Students appeared highly motivated to understand the new lesson, asked questions and actively worked the entire observation. Learning tasks and activities were aligned to the instructional outcomes, and lessons had a clearly defined structure.</p>	Distinguished	0%
		Proficient	39%
	<p>The QSR team rated 44% of the observations as basic in this component. Learning tasks required recall of facts with</p>	Basic	44%

	<p>little opportunity for students to explain their thinking or engage intellectually. Students in one observation watched a video and answered questions requiring only recall, with no choice in how students completed the task. Several teachers delivered monologue lectures with no participation from students. In one observation, students copied notes from a text book and from the board with no opportunity to discuss academic content with peers or the teacher.</p>		
	<p>The QSR team scored 17% of the observations as unsatisfactory in this component. In one observation students were intellectually disengaged in the lesson, spending the first twenty minutes taking a quiz and another 15 minutes defining words and concepts from a textbook. All tasks appear to be rote. As mentioned previously, some observations were chaotic and the teacher was unable to effectively engage students because of disciplinary issues.</p>	Unsatisfactory	17%
Using Assessment in Instruction	<p>The QSR team scored just 28% of the observations as proficient in this component. Most proficient teachers incorporated questions throughout the lessons. They used various strategies to gauge student understanding such as pop quizzes, exit tickets, and discussion. Teachers moved around classrooms as students worked and looked at answers over students' shoulders, sometimes stopping to ask a probing question or to encourage the student to expand. These teachers also used multiple strategies to check understanding of students including cold call and having students check their answers against a rubric.</p>	Distinguished	0%
		Proficient	28%
		Basic	68%

	<p>The QSR team rated a high 68% of the observations as basic in this component. Several teachers used global checks by asking, "Do you understand?" Some students nodded, others did not respond, yet the teacher moved on. In some observations it was not clear how students would be assessed. In one class the teacher completed the answer to a problem on the board, though it was clear from student voices and body language that many did not get the correct answer; the teacher did not explain the process or acknowledge that many students did not understand their error.</p>		
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	6%

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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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