



May 10, 2019

Jack McCarthy, Board Chair  
AppleTree Early Learning Public Charter School  
1801 Mississippi Avenue SE 3<sup>rd</sup> Floor  
Washington, DC 20020

Dear Mr. McCarthy,

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 2018-19 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal during 2019-20 school year

### **Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of each of the six AppleTree Early Learning Public Charter School campuses between March 4, 2019 – March 15, 2019 and March 18, 2019 – March 29, 2019. Enclosed is the team's report aggregated to the local education agency (LEA) level. You will find that the Qualitative Site Review Report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at AppleTree Early Learning Public Charter School

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Jamie Miles, Chief of Schools

## Qualitative Site Review Report

**Date:** May 10, 2019

### **Campus Information**

**Campus Name:** AppleTree Early Learning Public Charter School (AppleTree PCS): Columbia Heights, Douglas Knoll, Lincoln Park, Oklahoma Avenue, Parklands, and Southwest

**Ward:** 1, 6, 7, 8

**Grade levels:** Prekindergarten-three(PK3) and PK4

### **Qualitative Site Review (QSR) Information**

**Reason for Visit:** School eligible to petition for 15-year Charter Renewal during 2019-20 school year

#### **Two-week Window:**

- March 4, 2019 – March 15, 2019: Columbia Heights, Parklands, and Southwest
- March 18, 2019 – March 29, 2019: Lincoln Park, Oklahoma Ave and Douglas Knoll

**QSR Team Members:** Five DC PCSB staff members and consultants, including one special education (SPED) specialist and one English Learner (EL) specialist

**Number of Observations:** 30 (not including unscored SPED pull-out observations)

<b>Campus</b>	<b>Columbia Heights</b>	<b>Douglas Knoll</b>	<b>Lincoln Park</b>	<b>Oklahoma Avenue</b>	<b>Parklands</b>	<b>Southwest</b>
<b>Total Enrollment</b>	154	90	60	151	92	97
<b>SPED Enrollment</b>	N<10	N<10	N<10	N<10	N<10	N<10
<b>EL Enrollment</b>	34	N<10	N<10	N<10	N<10	N<10

<b>In-Seat Attendance</b>	<b>Columbia Heights</b>	<b>Douglas Knoll</b>	<b>Lincoln Park</b>	<b>Oklahoma Avenue</b>	<b>Parklands</b>	<b>Southwest</b>
<b>Visit 1</b>	3/5/19 – 92.7%	3/27/19 – 89.9%	3/21/19 - 84.7%	3/19/19 – 91.9%	3/7/19 – 92.1%	3/5/19 – 90.5%
<b>Visit 2</b>	3/13/19 – 86.6%		3/28/19 – 93.1%	3/26/19 – 87.6%	3/12/19 – 85.4%	3/12/19 – 78.9%
<b>Visit 3</b>	3/14/19 – 98.3%			3/27/19 - 86.9%	3/14/19 – 92.1%	3/14/19 – 82.1%
<b>Visit 4</b>					3/21/19 – 86.5%	

## Summary

AppleTree PCS' mission is "to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS implements a research-based instructional program that support the development of young children's language, literacy, and behavioral skills as well as their understanding of the world around them."

The QSR team saw strong evidence the school is building children's social, emotional, and cognitive foundations to help them succeed in school. Teachers had warm and positive relationships with students and often reminded them to use kind words and take turns when working with their peers. Instruction throughout observations supported the development of students' language, literacy, and behavioral skills. Students engaged in literacy-rich activities through centers, read-alouds, gross motor activities, and direct phonics instruction. Classrooms were text-rich environments with charts of pictures and words describing how to use centers and behavior expectations. Teachers frequently read aloud to students and ensured understanding by asking them to make predictions and restate the plot of the story.

Teachers supported the development of behavioral skills by narrating specific positive behaviors of students such as, "I like how X is sitting up straight and focused on me!" and "I like how all my friends turned toward me when we started the story!" Teachers offered students who were upset or sad time in the "Calm Down Spot" to regulate their emotions before returning to the group. They sent students who misbehaved to the "Sit and Watch" spot to observe appropriate behavior of their peers. At times teachers overemphasized rote skills, interrupting organic free play for drills and rapid-fire questioning with limited use of open-ended questions. In some co-taught observations, teachers did not effectively share the responsibility for behavior management during centers and small groups, which resulted in instances of unchecked misbehavior.

All classrooms had multiple adults, including lead teachers, resident teachers, and teaching assistants. For the purpose of the QSR, observers focused on instruction regardless of which adult was leading at the time.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendix I and II). Given that each campus has between three and eight classrooms, and to protect teacher and student anonymity, AppleTree PCS was scored as an LEA, rather than by campus, and the evidence described below represents 30 observations done across all six campuses.

The QSR team scored 81% of observations as distinguished or proficient in the Classroom Environment domain. Impressively, no observations were rated as unsatisfactory in this domain across all campuses. The QSR team scored 78% of observations as distinguished or proficient in the Instruction domain. Most observations were rated as proficient. Only one observation across all six campuses received unsatisfactory scores in this domain. However, Columbia Heights was the only campus to receive distinguished scores in this domain.

While the LEA's overall score is above average compared to other PK-8 schools, scores varied across campuses. Douglass Knoll was the highest rated campus in the Classroom Environment domain, with 100% of observations rated as proficient or distinguished. Lincoln Park was the highest rated campus in the Instruction domain, with 91% of observations rated as proficient or distinguished. Conversely, Oklahoma Avenue was the lowest rated campus in the Classroom Environment domain with a still relatively high 72% of observations rated as distinguished or proficient, while Parklands was the lowest rated campus in the Instruction domain, with only half of observations rated as proficient or distinguished. For individual campus-level scores across all components, please see Appendix III.

#### Governance

Jack McCarthy chairs the AppleTree PCS Board of Trustees. He is also the founder and CEO of the AppleTree Institute, which is a charter management organization that provides, among other things, support to the DC charter schools. The School Reform Act requires all DC public charter schools to have a majority of DC residents and two parents, which the school has been compliant with for the past five years.

#### Specialized Instruction for Students with Disabilities

Prior to the two-week window, AppleTree PCS completed a questionnaire describing its model to serve students with disabilities (SWD), in which it stated that "students with disabilities receive their education with their non-disabled peers in the general education classroom, and ... some students will be pulled out of the classroom to receive direct intensive support." The school further explained that observers would see the following accommodations: use of timers or familiar routines when transitioning, movement breaks as needed, preferential seating, and additional time to complete activities. AppleTree PCS shares special education teachers across campuses. DC PCSB observed both push-in and pull-out observations at all applicable campuses. The LEA effectively implemented all stated accommodations across campuses and effectively engaged SWD in instruction in most of the observations described below.

### Inclusion/Push-In Sessions

Special educators effectively engaged students in learning in four out of four observed push-in observations. During one of the inclusion observations the special educator sat next to a student on the carpet and provided calming strategies to ensure the student could sit with his/her peers and participate in the centers meeting. While each student waited their turn to write the number of the day on the easel, the special educator provided the student a clipboard to write the number at his/her own pace, saying, "Let's practice writing the number '19' so when you're ready to go up you know how to write it." In the other three observations, the special educator pulled one student to the back of the general education classroom to provide immediate feedback and support. In one such observation, the special educator modified the whole group lesson by allowing the student to point to the correct answer in the book rather than requiring recitation. Throughout all observations the teachers remained patient and kind saying phrases such as, "I can tell you're thinking hard, just a few more, ok?"

### Pull-Out Observations

The special educators effectively engaged students in learning in five pull-out sessions, and did not effectively engage students in another observation. In most sessions, the teachers asked the student(s) to classify picture cards, compare objects using the words "more" or "less," identify letters, and discern patterns. The teachers asked probing questions and effectively used timers and consistent routines to engage students in learning. In one observation the teacher worked with two students in the special education office. The purpose of the activity was to have students practice one-to-one correspondence. One student was able to complete the activity quickly and the teacher gave that student with a differentiated extension activity to complete while the other student was given additional time in accordance with the school's stated accommodations. In another pull-out observation, the special educator worked directly with one SWD within a group of three students and a general education teacher. Throughout the lesson, both teachers worked collaboratively to provide differentiated supports, including allowing movement breaks and using preferential seating to keep the student engaged. However, in another observation, the special educator pulled one student into the special education office. Throughout the read-aloud the student gave responses that indicated s/he did not understand the book and the teacher did not modify the lesson to successfully engage the student.

### Specialized Instruction for English Learners

AppleTree PCS - Columbia Heights is the only AppleTree campus with ten or more ELs and therefore the only campus that received targeted EL observations. The school described various interventions supporting students' development of the four

language domains: reading, writing, listening, and speaking. Students have various learning plans depending on their needs, which may include: 1) Survival English, which focuses on classroom actions and vocabulary, family members, emotions and movement actions, 2) Vocabulary from weekly read-aloud books, with a pre- and post-test, and 3) Expressive Language, which builds and extends descriptive language skills. Students receive support for their plans through push-in and pull-out sessions with the EL teacher. DC PCSB's EL specialist observed strong implementation of supports to develop students' language skills in two pull-outs and one push-in observation.

Per the school, the EL teacher "provides pull-out services that support comprehension, vocabulary building, process thinking, and multi-step directions." In two pull-out observations, the EL teacher focused on comprehension and vocabulary development from class read-alouds and units. The teacher provided pictures with vocabulary aligned to content in an earlier general education observation. The EL teacher asked the student comprehension questions like, "Where are the planets?" and "What color is the sun?" and the students responded orally. The teacher also asked the student to display comprehension through drawing, pointing to words or pictures, which they successfully did. At the end of the lesson the teacher modeled how to write his name and the student practiced.

Per the school's questionnaire, the EL teacher facilitates students "mak[ing] connections, build[ing] social and academic vocabulary, follow[ing] multi-step directions, and interact[ing] with peers" during push-in sessions. During the push-in observation, the EL teacher asked a student comprehension questions as they read a book together. In the following whole group activity, the EL teacher encouraged the EL student's participation by modeling the activity first. During the whole-class read-aloud, the EL teacher repeated questions to ensure the EL student's understanding.

Classrooms and general education teachers also provided strong support for the development of students' language skills. Students practiced writing skills by writing the beginning letter of answers to teachers' questions like, "What is your favorite planet?" Students had access to classroom libraries filled with books related to the units they were studying. Charts on classroom walls provided picture supports for using centers and appropriate classroom behavior. Teachers asked students comprehension questions throughout read-alouds, using grade appropriate, rich vocabulary and expecting the same in verbal responses.

## THE CLASSROOM ENVIRONMENT<sup>1</sup>

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 81% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

The Classroom Environment	Evidence	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	The QSR team scored 97% of the observations as distinguished or proficient in this component. In distinguished observations at Parklands, Columbia Heights, and Southwest, there was genuine warmth toward all students. The teachers provided support to individuals based on their needs and made connections to students that indicated they knew each other well. In all proficient observations interactions between students and teachers was respectful. Teachers referred to students as friends and showed concern for their feelings. Students showed respect for one another by sharing materials, taking turns, and cheering for their friends. Teachers used and modeled kind language by saying, “Can you ask her to share?” or “Can you say that again in a kind voice?”	Distinguished	10%
		Proficient	87%
	The QSR team scored less than 10% of observations as basic in this component.	Basic	3%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Establishing a Culture for Learning</b>	The QSR team scored 79% of the observations as distinguished or proficient in this component. In these observations students worked hard to meet the teachers’ expectations. Teachers corrected students as needed and asked them to try again. For example, in one observation a student mistook the letter “M” for the letter “N.”	Distinguished	4%

<sup>1</sup> Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	<p>The teacher wrote the letters on the board and asked the students to describe the differences, saying, "Look at this one. It has another straight line down; that's how we know it's the letter "M." The teacher insisted that the student describe the difference and provided the supports to do so. During centers teachers circulated the room and ensured that all students participated. When students hesitated to answer questions, teachers asked classmates to encourage one another to persist. Students frequently "called on friends" for help and teachers consistently circled back with students to ensure they demonstrated understanding.</p>	Proficient	75%
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations, which were confined to four campuses, teachers reserved high expectations for some students while other students were not required to participate. For example, one teacher noted, "I want to hear from everyone," but only called on students with their hands raised. In some observations the students working directly with one teacher in small groups were engaged and on-task, but students working independently in learning centers engaged in off-task behavior such as tossing materials, sliding across the room, and yelling at one another. In the basic observations the teacher did not address the behavior or have strategies in place to hold all students to high expectations.</p>	Basic	21%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 70% of the observations as distinguished or proficient in this component. In the distinguished observations at Southwest and Oklahoma Avenue, students had classroom jobs that they completed on their own. For example, one student called on classmates to dismiss them to centers. Students were able to sign up for full centers and self-regulate with the more popular centers to take turns. Several teachers effectively used the “Everybody stop, hands on top,” or other similar call and response methods to manage transitions.</p>	Distinguished	7%
	<p>Students followed established routines without incident, such as calmly walking from the carpet to their center, leaving the room and returning from the bathroom and water cooler, and lining up quickly and quietly to leave the classroom. Teachers maximized instructional time by distributing materials to student desks before they arrived. While students were on the carpet, other adults in the room would often set out student materials on the tables before the transition to maximize instructional time.</p>	Proficient	63%
	<p>The QSR team scored 30% of the observations across four campuses as basic in this component, Routines functioned unevenly in these observations. Sometimes, teachers had to call students several times before they transitioned to small groups and many could not hear their names because of the noise level. The second and third teacher’s management of classroom routines was inconsistent, sometimes helping students transition to stations and sometimes staying stationary at one center despite students’ confusion about where they should be. On several occasions students gathered around “full” centers and had to be redirected to “open” centers. In other observations students had to be given extra time and several reminders to complete the clean-up routine as many students continued to play or left materials without picking them up.</p>	Basic	30%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Managing Student Behavior</b>	The QSR team scored 76% of the observations as distinguished or proficient in this component. In the distinguished observations at Douglas Knoll and Columbia Heights, student behavior was entirely appropriate. Students sat quietly and listened to read-alouds, raising their hands to answer questions and cheering for their peers at appropriate moments. In one distinguished observation students worked independently at centers with little need for redirection, using materials like glue, glitter, scissors, and paint appropriately. Students placed their art on the drying rack and washed their hands without incident. When a student snatched a material from a classmate, the teacher had both students sit together in the "Talk it out square." They apologized and returned to centers hand-in hand. In proficient observations teachers gently and effectively intervened during minor instances of off-task behavior. They had students take a walk to calm down, told them, "I need your attention in 3...2...1...," and "I like to see my friends raising their hands." Teachers ensured positive behavior by reminding students of expectations and praising positive behavior.	Distinguished	13%
		Proficient	63%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 23% of observations across five campuses as basic in this component. In these observation teachers did not consistently reinforce expectations with all students. Some students were permitted to talk, for example, while others were offered reminders or given uneven consequences. In several observations the teacher had to stop small group instruction to address unsafe and off-task behaviors, particularly in the blocks center. Students not working directly with the teacher misused (and sometimes threw) materials in an unsafe manner. In one observation students used garden shovels to swat plastic eggs back and forth to one another. At times the supporting teacher would intervene but when the teacher had to leave the student misbehavior resumed.</p>	Basic	23%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

## 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 78% of classrooms as "distinguished" or "proficient" for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
<b>Communicating with Students</b>	<p>The QSR team scored 86% of the observations as proficient and none as distinguished in this component. In the proficient observations the instructional purpose of the lesson was clear. Teachers gave mini-lessons on predictions and guesses before a read-aloud. Teachers later invited students' intellectual engagement, asking them to make their own predictions about the text. In one observation students in a small group learned about the meaning of fewer, more than, and equal to through explanations and hands-on activities. One teacher used vocabulary related to the text: orbit, moon, astronaut, comet, and constellation in lessons about space. Students demonstrated understanding of learning tasks by answering questions about their favorite planets and using centers appropriately according to the teacher's instructions.</p>	Distinguished	0%
		Proficient	86%
	<p>The QSR team scored 10% of observations across three campuses as basic in this component. In the basic observations teachers had to clarify the learning task so that students could complete it. In these observations teachers failed to clarify expectations for behavior and engagement at centers, resulting in continuous off-task behavior. In another observation a teacher interchangeably used "letter" and "sound" during phonics instruction which led to some student confusion.</p>	Basic	10%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%

Instruction	Evidence	School Wide Rating	
<b>Using Questioning/ Prompts and Discussion Techniques</b>	<p>The QSR team scored 79% of the observations as proficient or distinguished in this component. In the distinguished observation at Columbia Heights, students extended a discussion about identifying Earth on a satellite image, enriching it by building on each other's responses with some help from the teacher. In the proficient observations teachers used a mix of open and closed-ended questions. In one observation teachers prompted discussion among students by asking them to turn and talk each other about their favorite planets. Student enthusiastically engaged in answering questions and listening attentively as other students shared. In another observation the teacher asked questions to help students recall story details. The teacher asked, "Does anyone remember what he is riding on?" A student responded, "A comet." The teacher followed up with "Yes, you are correct he is riding to the moon on a comet."</p>	Distinguished	4%
		Proficient	75%
	<p>The QSR team scored 21% of the observation across three campuses as basic in this component. In the basic observations students did not explain their thinking. In one small group observation the teacher quickly rushed through the guided practice portion of the lesson, leaving limited opportunities for students to explain their thinking. Teachers in these observations led students along a single path of inquiry with questions like "What letter is this?" and "Is this the front cover/back cover/spine of the book?" While teachers attempted to engage all students in the discussion, questions did not invite student thinking or require active student participation.</p>	Basic	21%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Engaging Students in Learning</b>	<p>The QSR team scored 73% of the observations as distinguished or proficient in this component.</p>	Distinguished	7%

Instruction	Evidence	School Wide Rating	
	<p>In the distinguished observations at Columbia Heights all students intellectually engaged in the lesson, even when not working directly with the teacher. Students enthusiastically showed finished work to teachers and classmates and transitioned independently between centers eager to continue working. During a read-aloud one teacher engaged students by letting them pretend to put on their space suits, countdown to blast off, and describe what they saw in their imaginary space shuttles. In the proficient observations materials and resources supported learning goals as students learned about space by making their own constellations at an exploration station and wrote about being an astronaut at the writing station.</p>	Proficient	66%
	<p>The QSR team scored 24% of the observations across four campuses as basic in this component. In the basic observations student engagement with the content was uneven. In one observation during centers, students wandered in and out of centers and used materials inappropriately. For example, one group of students shined a flashlight in one another's faces. In another observation students used garden shovels to toss plastic eggs back and forth instead of gardening. In these observations it was unclear how students actions connected to the instructional outcome. At times small group instruction was rushed leaving little time for students to engage with the content and/or materials.</p>	Basic	24%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%
<b>Using Assessment in Instruction</b>	<p>The QSR team scored 75% of the observations as proficient or distinguished in this component. In the distinguished observations at Columbia Heights the teacher continuously monitored student understanding. Teachers asked questions before, during, and after the reading.</p>	Distinguished	3%

Instruction	Evidence	School Wide Rating	
	<p>Teachers invited students to respond to one another's questions and students used theme-related signals to show agreement. In these observations teachers used exit tickets to help students transition between activities. In the proficient observations teachers regularly assessed student work. For example, the teacher asked, "Do you want to add more?" and "What if you add a little more here?" During small group observations teachers adjusted instruction as necessary. When students answered a math problem incorrectly the teacher made sure to guide them in counting to the correct number. In another observation students evaluated their own predictions at the end of experiment. During one observation the teacher offered specific feedback to a student by saying, "Remember, for lower case letters you start at the halfway line" and "We don't need to make dots extra big. Sometimes it's fun to make big dots on our "l" but it's not our best work.</p>	Proficient	72%
	<p>The QSR team scored 24% of the observations across five campuses as basic in this component. In the basic observations teacher feedback was vague and focused largely on behavior management rather than academic improvement. In one observation the teacher assessed student understanding within the whole group. Based on student responses (repeating what a peer said) it was unclear if students really understood or were simply repeating. In another observation teachers feedback to students was general. For example, "Good job" and "That's right."</p>	Basic	24%
	<p>The QSR team scored no observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

## APPENDIX I: CLASSROOM ENVIRONMENT 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 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 situation 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.

### APPENDIX III: LEA BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	0%	0%	0%	3%	0%	3%	0%
Basic	3%	21%	30%	23%	10%	21%	24%	24%
Proficient	87%	75%	63%	63%	86%	75%	66%	72%
Distinguished	10%	4%	7%	13%	0%	4%	7%	3%
<b>Subdomain Average</b>	<b>3.07</b>	<b>2.82</b>	<b>2.77</b>	<b>2.90</b>	<b>2.83</b>	<b>2.83</b>	<b>2.76</b>	<b>2.79</b>

	Domain 2	Domain 3
% of Proficient or above	81%	78%
<b>Domain Averages</b>	<b>2.89</b>	<b>2.80</b>

## APPENDIX III: SCORE BREAKDOWN BY CAMPUS

### Columbia Heights:

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
<b>Unsatisfactory</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Basic</b>	0%	14%	29%	29%	14%	29%	29%	14%
<b>Proficient</b>	86%	86%	71%	43%	86%	57%	43%	71%
<b>Distinguished</b>	14%	0%	0%	29%	0%	14%	29%	14%
<b>Subdomain Average</b>	<b>3.14</b>	<b>2.86</b>	<b>2.71</b>	<b>3.00</b>	<b>2.86</b>	<b>2.86</b>	<b>3.00</b>	<b>3.00</b>

	Domain 2	Domain 3
<b>% of Proficient or above</b>	82%	79%
<b>Domain Averages</b>	<b>2.93</b>	<b>2.93</b>

### Douglas Knoll:

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
<b>Unsatisfactory</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Basic</b>	0%	0%	0%	0%	0%	0%	0%	67%
<b>Proficient</b>	100%	100%	100%	33%	100%	100%	100%	33%
<b>Distinguished</b>	0%	0%	0%	67%	0%	0%	0%	0%
<b>Subdomain Average</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.67</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>2.33</b>

	Domain 2	Domain 3
<b>% of Proficient or above</b>	100%	83%
<b>Domain Averages</b>	<b>3.17</b>	<b>2.83</b>

**Lincoln Park:**

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
<b>Unsatisfactory</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Basic</b>	0%	0%	0%	33%	33%	0%	0%	0%
<b>Proficient</b>	100%	100%	100%	67%	67%	100%	100%	100%
<b>Distinguished</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Subdomain Average</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>2.67</b>	<b>2.67</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>

	Domain 2	Domain 3
<b>% of Proficient or above</b>	91%	91%
<b>Domain Averages</b>	<b>2.92</b>	<b>2.92</b>

**Oklahoma Ave:**

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
<b>Unsatisfactory</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Basic</b>	13%	38%	38%	25%	0%	20%	43%	13%
<b>Proficient</b>	88%	63%	50%	75%	100%	80%	57%	88%
<b>Distinguished</b>	0%	0%	13%	0%	0%	0%	0%	0%
<b>Subdomain Average</b>	<b>2.88</b>	<b>2.63</b>	<b>2.75</b>	<b>2.75</b>	<b>3.00</b>	<b>2.80</b>	<b>2.57</b>	<b>2.88</b>

	Domain 2	Domain 3
<b>% of Proficient or above</b>	72%	81%
<b>Domain Averages</b>	<b>2.75</b>	<b>2.81</b>

**Parklands:**

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
<b>Unsatisfactory</b>	0%	0%	0%	0%	25%	0%	25%	0%
<b>Basic</b>	0%	25%	25%	25%	25%	67%	25%	33%
<b>Proficient</b>	75%	75%	75%	75%	50%	33%	50%	67%
<b>Distinguished</b>	25%	0%	0%	0%	0%	0%	0%	0%
<b>Subdomain Average</b>	<b>3.25</b>	<b>2.75</b>	<b>2.75</b>	<b>2.75</b>	<b>2.25</b>	<b>2.33</b>	<b>2.25</b>	<b>2.67</b>

	Domain 2	Domain 3
<b>% of Proficient or above</b>	81%	50%
<b>Domain Averages</b>	<b>2.88</b>	<b>2.38</b>

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**Southwest:**

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
<b>Unsatisfactory</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Basic</b>	0%	25%	60%	20%	0%	0%	20%	40%
<b>Proficient</b>	80%	50%	20%	80%	100%	100%	80%	60%
<b>Distinguished</b>	20%	25%	20%	0%	0%	0%	0%	0%
<b>Subdomain Average</b>	<b>3.20</b>	<b>3.00</b>	<b>2.60</b>	<b>2.80</b>	<b>3.00</b>	<b>3.00</b>	<b>2.80</b>	<b>2.60</b>

	Domain 2	Domain 3
<b>% of Proficient or above</b>	74%	84%
<b>Domain Averages</b>	<b>2.90</b>	<b>2.85</b>