DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 3, 2014

Michael Hall, Board Chair
E. L. Haynes PCS
4501 Kansas Avenue NW
Washington, DC 20011

Dear Mr. Hall:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews ("QSR") to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason(s):

- School eligible for 10-year Charter Review during 2013-14 school year

Qualitative Site Review Report
A QSR team conducted on-site review visits of E.L. Haynes Public Charter School – Kansas Ave High School ("EL Haynes PCS – High School") between November 11 and November 22, 2013. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting to assess the school's governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused 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 EL Haynes PCS – High School. Thank you for your continued cooperation as PCSB makes every effort to ensure that EL Haynes PCS is in compliance with its charter.

Sincerely,

[redacted]

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

EL Haynes Public Charter School ("EL Haynes PCS") serves pre-kindergarten-3 through fourth grade and ninth through twelfth grades at its Kansas Avenue facility, and fifth through eighth grades at its Georgia Avenue facility. The school serves 1,066 students LEA-wide and 330 students at its High School campus, which was the focus of this Qualitative Site Review ("QSR"). EL Haynes PCS – High School serves ninth through twelfth grade students in Northwest DC's Petworth neighborhood. The DC Public Charter School Board ("PCSB") conducted a QSR at all campuses in November 2013 because EL Haynes PCS is having its 10th-year in depth Charter Review during the 2013-14 school year. The QSR reports will be used as part of the review.

The high school opened in 2011-12 with a ninth grade. It has been growing a grade per year and will have its first 12th grade class in year 2014-15. Many new students came to EL Haynes PCS – High School who had not been through the early childhood, elementary, and middle school campuses, which added a set of challenges. The overall growth of the school in a short period of time required the school to hire many new staff.

PCSB conducted observations over a two-week window, from November 11 through November 22, 2013. A team of three PCSB staff (including PCSB's special education specialist) and one consultant conducted approximately 30 classroom observations in a mixture of morning and afternoon visits. The review team observed both core subject instruction as well as electives across all grades. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments within your school where students with disabilities are being serviced, including the 5 Special Education teachers observed in the inclusion, pull-out, resource room settings. In a few instances, the review team may have observed the same teacher twice.

The mission of EL Haynes PCS is "Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen". EL Haynes PCS – High School provides an "AP for All" curriculum for students with a special emphasis on science and mathematics. In addition, students can take Spanish and Arabic language courses. Observers generally saw that EL Haynes PCS – High School was fulfilling the school's mission through its school schedule and curricula. Students in science classes conducted scientific experiments, wrote scientific memos and built robots. Students in math classes explored the properties of slope, solving and graphing equations, and finding angles with perpendicular lines. The reviewers observed a weekly "morning meeting," providing students with the opportunity to meet and focus on the development of responsible citizenship. However, the review team saw

inconsistent delivery of the school's curriculum and mission in the classrooms. In many classrooms, students were observed not engaged in the lessons or the lessons were not well prepared or delivered.

Overall, the review team rated approximately 48% of observations as proficient or above in the domain of Classroom Environment. The highest rated elements within the Classroom Environments domain were "Creating an Environment of Respect and Rapport" and "Managing Classroom Procedures", with 50% of classrooms rated as proficient or exemplary in both elements. In these classrooms the review team observed respectful and kind interactions between teachers and students. Teachers acknowledged their students' behavior and praised those who were well behaved. The transitions were effective and did not result in significant loss of instructional time; students knew what to do and when. In contrast, in half of the observations, many students were not productively engaged in the learning task, and were either sleeping on desks, or socializing about non-academic content.

The review team rated only 40% of observations as proficient or above in the domain of Instructional Delivery. The highest rated element within the Instructional Delivery domain was "Communicating with Students", with 50% of observations rated as proficient or exemplary. In these classrooms, teachers clearly stated the purpose of the lesson and explained directions needed to complete the academic activity. A few teachers used open-ended questioning or asked students to fully explain their reasoning behind answers, but this was not observed consistently. The majority of teachers did not use questioning or discussion to support student comprehension of content. A majority of teachers also were not observed posing questions that required high cognitive engagement or questions that required students to develop their answers.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes EL Haynes PCS – High School's ("EL Haynes PCS – High School") goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goal	Evidence
Mission: Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.	The QSR review team observed inconsistent evidence toward the school meeting its mission. In some of the observed classrooms, particularly in the more advanced science classrooms, the academic content presented supports the school's mission to instill a deep appreciation of math and science. Students engaged with science content during science classes aimed to deepen their content knowledge. In one science class, the students participated in hands-on learning activities where students explored the concepts of motion and friction. In this class the teacher communicated a genuine passion for their subject matter. In another science classroom, students participated in a game that required intellectual engagement to determine the atomic number and mass number for various scientific elements. In one math classroom, students participated in an in-depth class discussion based on open-ended questions aimed to deepen their understanding of solving and graphing equations. The QSR team did not observe evidence of instilling deep appreciation for math and science in all math or science classes or other classes. Approximately half of the teachers observed were not proficient or exemplary in the Instructional Delivery domain of the Framework for Teaching rubric. One observer saw a math class with low student engagement in the learning process. In one math and science classroom the observations were characterized by insufficient diagnoses of student learning, with little communication around

Mission and Goal	Evidence
	standards for high quality work. The review team also observed limited evidence of the school's mission to promote students to become active community members, responsible citizens, and successful individuals. The weekly "morning meeting" provides students with the opportunity to meet and focus on the development of responsible citizenship. However, only half of the classrooms scored proficient or advanced in Classroom Environment domain, indicating that many students were not consistently developing the skills to become "lifelong academic and social skills needed to be…successful individuals." Additionally, over half of the classrooms were not proficient in Creating an Environment of Respect and Rapport. Students were observed being rude to each other and to the teacher. Teachers addressed this behavior with uneven results.
1. Students will be confident, independent readers.	The review team observed some evidence that the school prepares students to be confident, independent readers. In several observed classrooms, teachers randomly called on a small group of students to read directions or text aloud and the teachers often praised students for their efforts in fluency and comprehension. In a few classrooms, students worked on an independent reading activity using graphic organizers where they answered reading comprehension questions about what they read. Later during the lesson, students had to share with their classmates how and why they selected certain passages that exemplified what was asked in the graphic organizer. In an English class, the teacher instructed students to circle words they could not define and to identify the underlining major theme of the paragraph.
2. Students will be strong, independent writers and speakers.	The review team observed some evidence that the school is preparing students to be independent writers and speakers. In an English

Mission and Goal	Evidence
	classroom the students worked on prewriting by using complete sentences in a graphic organizer. In one science classroom the teacher provided students with a rubric and exemplar aimed to clearly communicate the key elements of a high quality scientific memo. Several students provided the teacher with examples aimed to improve their individual scientific memo. However, in other classrooms students were not paying attention during writing activities. In many classrooms observed teachers only called on students who raised their hands. This led to many students not participating in class conversations or discussions. A small group of students dominated the discussion in most classrooms.
3. Students will be able to think critically and solve problems effectively.	The review team observed some evidence that students will be able to think critically and solve problems effectively. In some of the observed classrooms teachers asked students to respond to questions and to explain the process used to produce an answer. For example, in a history class teachers prompted students to connect results from an example presented the previous day to the current lesson. In a science class students collaboratively built robots with little to no assistance from the teacher. However, in about two-thirds of the classrooms teachers did not ask higher order thinking questions to help prepare students to think critically and solve problems effectively. Questions in these classrooms required a single correct answer and were of low-cognitive level. In addition to the low-level questioning, the students in over half of the classrooms were not engaged in the lesson.
4. Students will master increasingly sophisticated mathematical	The review team observed inconsistent evidence that students will

Mission and Goal	Evidence
concepts and be able to apply those concepts in a variety of settings.	master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings. In one science class students used results from their experiment to calculate the average rate of change and Vmax – a general equation for an enzymatic reaction. In another science class, students used a hand held sled to learn about motion, friction, and data analysis. Students in math classes explored the properties of slope, solving and graphing equations, and finding angles with perpendicular lines. In other classrooms, teachers and students demonstrated a low commitment to learning. In many classrooms, including math classes, students were off task and not engaged in the lesson. The questioning in some math classes was low-level and did not appear to challenge students. Mathematical concepts were not observed outside of science and math settings.
5. Students will master national science standards and become proficient in scientific inquiry, able to design and execute age-appropriate experiments.	The review team observed some evidence students will master national science standards and become proficient in scientific inquiry, particularly in the more advanced science classrooms. In one observed science class teachers instructed students to complete a detailed report of results from their scientific experiment. In another science class the teacher reviewed scientific inquiry and students planned how to complete the experiment in the following week.
6. Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate.	The review team observed inconsistent evidence that students will become independent learners and complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate. In 40% of the observations, students were engaged in learning and focused on becoming independent learners. For example, in one classroom students worked on a variety of independent activities and recorded their responses on graphic organizers or notebooks. In an elective class, students presented

Mission and Goal	Evidence
	evidence of material they planned to use during their student lead assignment. Students also presented and solicited feedback from their classmates. In another elective class students worked on an independent research project. However, in the majority of classrooms students were seen to be off-task and/or not working to their full potential. In many cases, if the teacher was not working directly with students the students were off task. Many students did not participate in class discussions, choosing instead to talk to neighbors or lay their heads on the desks. The QSR team did not observe any evidence of a high stakes, independent graduation project.
7. Students will satisfy EL Haynes PCS's graduation requirements and gain admission to college, the military or other postsecondary option of their choice upon graduation.	The QSR review team neither looked for nor observed any qualitative evidence related to this goal.
8. Students will have a positive attitude toward school and learning.	The review team observed some evidence students had a positive attitude toward school and learning. Students in some classes participated in teacher-led discussions. In one science class students expressed enthusiasm for lab assignments and were eager to learn. In one history class the students were focused and remained on task throughout the lesson. However, in almost half of the observations students demonstrated noticeable off-task behavior. In one math classroom several students refused to complete the assignment. In an English classroom the teacher needed to continually reinforce expectations due to the large number of students' off-task.

Mission and Goal	Evidence
9. Students will treat themselves, other students, staff, and the physical planet with respect.	The review team observed inconsistent evidence that the school is meeting this goal. In element 2a of the Danielson rubric, "Creating and Environment of Respect and Rapport", the QSR team rated 50% of observations as proficient or exemplary. In these classrooms the observed interactions between teachers and students were respectful and kind. For example, in one science classroom several students volunteered to pass out materials needed for the learning objective. In another science and math class students helped each other complete the learning objective and accepted help from each other. While teachers generally maintained respectful talk towards students, the QSR team observed disrespectful behavior on the part of students towards the teacher and towards other students in many of the classrooms. For example, in one science class the students used inappropriate language towards one another. In one math class students talked with one another while the teacher attempted to provide an overview of the assignment. The students ignored the teacher's polite request to stop talking. As described in the previous goal's evidence section (Goal #8), some students continued with off-task behavior despite the teacher's attempts to respond to students' disrespectful behavior.
10. Students will embrace diversity.	The review team observed minimal evidence that students embraced diversity. In one observed history classroom students were engaged talking about different diverse figures in history, though with incorrect facts that were not corrected by the teacher (Harriet Tubman wrote the Grapes of Wrath). Students were curious about different cultural facts from the 30's (Harlem Renaissance and Jazz) and explored these topics with avidity. In addition, the school offers Arabic and Latin dance courses, with an emphasis on teaching culture and geography. In an elective class, the students discussed how students of different

Mission and Goal	Evidence
	races are sometimes negatively prejudged based on the color of their skin.
11. Students will work collaboratively and resolve conflicts effectively and safely.	The review team observed some evidence that students worked collaboratively. In these classrooms teachers allowed students to choose how to complete their assignments and the pacing was appropriate and allowed time for students to work collaboratively. In a history exercise observed in two different classrooms students had to create a conversation between different figures in history. Each student represented a different figure and had to work with one other student to come up with conversation the two figures could have had. Teachers timed students to let them know when to rotate to work with a new person. Students did not appear to resolve conflicts effectively and safely. In some classrooms students were disrespectful towards each other in the words they used and in body language. At times, the teacher ignored this behavior or did not consistently address it. For example, in one classroom the student wanted to view a website that was not appropriate. The teacher informed the student five times to close the computer and get back on task and ignored the student in between. After about ten minutes, the student walked out of the class and did not come back for that period.
12. Students will contribute to their school and community through service projects and see the positive impact they have on others.	The QSR review team neither looked for nor observed any qualitative evidence related to this goal.
13. Graduating students will have a plan for their future and the confidence and preparation to pursue it.	The QSR review team neither looked for nor observed any qualitative evidence related to this goal.

Mission and Goal	Evidence
14. The school will create an environment for student and adult learning with a welcoming culture, high levels of trust, and rigorous standards.	The goal that the school will create an environment for students and adult learning with a welcoming culture, high levels of trust, and rigorous standards was observed inconsistently by the review team. In some classrooms, teachers created a welcoming culture by using phrases such as "Great job!" and "I know you can do this!" In addition, teachers addressed disrespectful interactions effectively and consistently. In contrast, in some classrooms the students demonstrated low commitment to learning, were not productively engaged in the learning task, and were either sleeping on desks or socializing about non-academic content.
15. Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.	The school is inconsistently meeting the goal for teachers and staff to demonstrate high expectations for all students. In element 2b of the Danielson rubric, "Establishing a Culture for Learning", the review team rated 47% of observations as proficient or exemplary. Throughout these classrooms, teachers defined high expectations for all students. Most of the observed science classrooms were cognitively busy places, and teachers demonstrated a genuine passion for their content-specific subject. Some of the elective classrooms made general connections with students. For example, in one elective class the teacher greeted students by name as they entered the classroom. In contrast, in some classrooms, the teachers did not consistently reiterate the importance of learning and only conveyed high expectations for some students. In one science class, approximately 25% of the students failed to attempt the assignment and instead used the assigned laptops to watch YouTube videos unrelated to the assignment. The QSR review team neither looked for nor observed staff

Mission and Goal	Evidence
	qualifications or teacher and staff positive attitudes towards the school and their colleagues.
16. Families will see themselves as partners in their child's education and will be actively involved in the life of the school.	The QSR review team neither looked for nor observed any qualitative evidence related to this goal.
17. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.	The QSR review team neither looked for nor observed any qualitative evidence related to this goal.
18. A School Planning Team will support the principal and leadership team in the effective management of the school.	The QSR review team neither looked for nor observed any qualitative evidence related to this goal.
19. The school will be a good citizen, contributing to the local community and sharing its math and science expertise with the larger educational community.	The QSR review team neither looked for nor observed any qualitative evidence related to this goal.
20. The school will be led by a strong, active Board of Trustees and a competent, effective leadership team headed by the principal.	See Board Governance, below.
Board Governance	PCSB attended the E.L. Haynes PCS Board of Trustees Board Meeting on Thursday, October 24, at the Kansas Avenue campus. A quorum was present. Action items included the approval of Tammy Wincup, Chief Operating Officer of an educational technology firm, as a member of the Board of Trustees. The next action item was a request from the Audit and Finance Committee to authorize the submission of their 2012 audit to PCSB by November 1, 2013; the audit was supposed to be ready for this Board Meeting, but because of the audit firm's internal review process, it was not. Both motions

Mission and Goal	Evidence
	passed. The meeting continued with updates from the Development Committee, Facilities Committee, Head of School, and a deep dive into school performance by the School Performance Team. During the school performance discussion, the School Performance Team discussed the lower-than-expected DC CAS scores, particularly in math in grades three through five. The School Performance Team described various theories on why math performance suffered, including challenges in the teaching force in grades four and five last year. School leadership has subsequently addressed these issues. A potential Board member asked how the scores will impact the school's Performance Management Framework (PMF) tier. This led to a discussion of the drop from Tier One to Tier Two and school leadership described the need to constructively message the drop from Tier One to Tier Two, particularly to donors. The meeting concluded with a discussion about how the Board could better support school staff, including being more visible at staff events.

CLASSROOM ENVIRONMENTS[1]

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 48% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 50% of observations as proficient and none were exemplary in the element of "Creating an Environment of Respect and Rapport". In half of the observed interactions between teachers and students the QSR team observed respect and kindness. In some classrooms, teachers provided positive feedback throughout lessons as students participated, using phrases such as "Great job!" In addition, teachers addressed disrespectful interactions effectively and consistently. While teachers generally maintained respectful talk towards students, the QSR team observed disrespectful behavior on the part of students towards the teacher in 50% of observations. Teachers attempted to respond to disrespectful behavior among students but had uneven results. For example, in some classrooms students continued to remain off task after the teacher asked students to complete the learning objective.	Limited	3%
		Satisfactory	47%
		Proficient	50%
		Exemplary	0%
Establishing a Culture for Learning	The QSR team rated 47% of observations as proficient and none as exemplary in the element of "Establishing a Culture for Learning". These proficient classrooms were cognitively busy places, with teachers demonstrating genuine passion for their subjects. Teachers clearly communicated expectations for	Limited	13%

[1] Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
	learning. For example, in almost every observed classroom the "A.C.H.I.E.V.E." acronym is visible on the whiteboard and often referenced throughout class. In some classrooms teachers recognized effort and persistence orally. In one classroom the teacher stated, "I encourage you to show all of your work". In another classroom the students took initiative in improving the quality of their work by asking the teacher if they could redo a portion of the learning objective after seeing how it could be improved. However, in the majority of the observations students demonstrated low commitment to learning and the teachers did not consistently reiterate the importance of learning and hard work. In some classrooms many students were not productively engaged in the learning task, and were either sleeping on desks, or socializing about non-academic content. Some students complied with expectations but showed little commitment to their work. For example, in one classroom several students refused to complete the assignment. In another classroom, the teacher had to continually reinforce expectations due to the large number of students who were off task.	Satisfactory	40%
		Proficient	47%
		Exemplary	0%
Managing Classroom Procedures	Half of the observations implemented strong classroom procedures. Students had classroom duties and performed them as assigned. Transitions were effective and did not result in significant loss of instructional time; students knew what to do and when. In multiple classrooms students began academic activities as soon as they entered the classroom, thus maximizing the instructional time. However, 50% of observations had ineffective or no classroom procedures in place. Systems to get students' attention or quiet, such as "voice level 0" or specific verbal and hand signal cues, were ineffective, requiring teachers to repeat themselves or speak over students who were still speaking. In these classrooms,	Limited	13%
		Satisfactory	37%
		Proficient	50%

Class Environment	Evidence Observed	School Wide Rating	
	transitions between activities were long, resulting in a loss of instructional time. In one classroom a student assigned to pass out worksheets took over 5 minutes to complete this task. In some classrooms strategies that were intended to support effective classroom procedures were undermined by simple problems, like the carpet being too small or the area for students to get in line being too small for the students. None of the classrooms were exemplary.	Exemplary	0%
Managing Student Behavior	The QSR team scored proficient or exemplary observations in Managing Student Behavior in 43% of the observations. Teachers monitored student behavior by circulating throughout their classrooms to prevent misbehavior. In other classrooms teachers responded effectively to minor instances of misbehavior without incident. Teachers acknowledged their students' behavior and praised those who were well behaved. However, in 57% of the classrooms observed students did not obey teacher directions, particularly instructions to stop talking. In most of these classrooms, observers noticed students repeatedly violating classroom rules and teachers who did not effectively manage student behavior. Teacher response to misbehavior was inconsistent or absent altogether.	Limited	10%
		Satisfactory	47%
		Proficient	37%
		Exemplary	6%

INSTRUCTIONAL DELIVERY

*This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visi*ts. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 40% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domains.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	In half of the observations, teachers communicated well their expectations for student learning and activities. The teachers clearly stated the purpose of the lesson and explained directions needed to complete the academic activity. Students did not have questions related to the teacher's academic expectations. For example, in one classroom, the teacher identified possible areas for student misunderstanding and continually referenced what the students should master by the end of class. In addition, teachers made no content errors and the vocabulary and usage of terms were correct and appropriate to the lesson. However, in half of the observations the teacher did not clearly communicate the lesson objectives, either orally or in writing. Many teachers never communicated the goals of the lessons or only referenced what the students will be learning in passing. In some cases, immediate directions were unclear, requiring repetition of instructions and causing student confusion.	Limited	3%
		Satisfactory	47%
		Proficient	50%
		Exemplary	0%
Using Questioning and Discussion Techniques	The QSR team rated 37% of observations as proficient in "Using Questioning and Discussion Techniques", with none of the teachers scoring exemplary in this element. A few teachers used open-ended questioning or asked students to fully explain their reasoning behind answers, but these cases were limited. For example, in one classroom the teacher asked questions that required	Limited	20%
		Satisfactory	43%

Instructional Delivery	Evidence Observed	School Wide Rating	
	students to reflect on how they arrived at their answers. In 63% of the observations, teachers did not use questioning or discussion to support student comprehension of content. The questions posed, if any, required a single correct answer. Teachers did not pose questions that required high cognitive engagement or that required students to develop their answers. In addition, a few students dominated the discussion. Students were rarely invited to ask academic questions directly to one another.	Proficient	37%
		Exemplary	0%
Engaging Students in Learning	In 40% of the observations teachers scored proficient in "Engaging Students in Learning". In these classrooms, students were engaged and the teachers provided students the opportunity to learn content in multiple ways. For example, in two observed science classrooms and one history classroom the teachers encouraged intellectual engagement by asking students to present content. These teachers allowed students to choose how to complete their assignments. In these classrooms pacing was appropriate and allowed time for students to work collaboratively. Teachers also used Promethean boards to give students additional learning support and to visually display text. However, 60% of the classrooms were not proficient and none were exemplary in "Engaging Students in Learning". In these classrooms the QSR team observed low levels of student engagement, with many students only passively involved in the lesson, while some students were engaged in activities entirely unrelated to the lesson such as sleeping or socializing with fellow classmates about non-academic content. Additionally, pacing seemed uneven, with some classrooms spending almost the entire class period on previously assigned work (which appeared to allow too much time for the simple assignment), and students were off task. In other classrooms students finished the assigned task and had nothing else to do or were unclear with	Limited	7%
		Satisfactory	53%
		Proficient	40%

Instructional Delivery	Evidence Observed	School Wide Rating	
	what to do next. In most of the classrooms the QSR team observed whole-group instruction or students completing work independently. In classrooms where more than one adult was present the additional staff member circulated the classroom and checked to see that students were on task, or to clarify directions, but the QSR team witnessed few instances of additional staff members pulling small groups to differentiate the instruction.	Exemplary	0%
Using Assessment in Instruction	The review team rated 33% of the observations as proficient in "Using Assessments in Instruction" with none receiving an exemplary rating. The teachers who scored proficient in this indicator circulated regularly throughout their classrooms to monitor student understanding and provide regular and specific feedback. For example, in one classroom the teacher provided students with an example of high quality work and students were invited to assess their own work and make improvements. In general, teachers who scored proficient in this indicator used questions, prompts, and feedback to diagnose learning and areas of misunderstanding. 67% of the observations, however, did not implement the strategies referenced above. In general, teachers performed little assessment or monitoring of student learning. In one such classroom the teacher made no effort to determine whether students did or did not understand the lesson, nor did the lesson give students the opportunity to demonstrate their understanding. In most classrooms, teachers did not assess student learning throughout the lesson or after each lesson's completion. Teachers assessed for understanding by using choral responses to their posed questions, preventing teachers from assessing individual students' answers. In many classrooms, students did not participate in the choral responses.	Limited	10%
		Satisfactory	57%
		Proficient	33%
		Exemplary	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
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 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.
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 may 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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
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.