



July 9, 2014

Mr. David Owens, Board Chair  
Integrated Design Electronics Academy Public Charter School  
1027 45<sup>th</sup> Street, NE  
Washington, DC 20019

Dear Mr. Owens:

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:

- School is in probationary status, as granted by the Office of the Mayor in 2012

#### **Qualitative Site Review Report**

A QSR team conducted on-site review visits of Integrated Design Electronics Academy Public Charter School between May 5 and May 16, 2014, including a scheduled day to observe the implementation of turnaround strategies in classrooms on May 7, 2014. 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.

A member of the QSR team attended various professional development sessions on May 7, 2014 and a Saturday School session (held on March 22, 2014). Overall, the observation team saw strong implementation of the school's turnaround strategies.

The QSR team's report is attached. We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Integrated Design Electronics Academy Public Charter School. Thank you for your continued cooperation as PCSB makes every effort to ensure that Integrated Design Electronics Academy Public Charter School is in compliance with the terms of its probationary status.

Sincerely,

A black rectangular redaction box covers the signature of Naomi DeVaux.

Naomi DeVaux  
Deputy Director

Enclosures

cc: School Leader

## EXECUTIVE SUMMARY

Integrated Design Electronics Academy Public Charter School (IDEA PCS) serves ninth through twelfth grade students at its one campus located in Ward 7. The school serves 179 high school students. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at IDEA PCS in May 2014 as part of PCSB's oversight of the school's probationary status. As one of the four mutually agreed upon terms of IDEA PCS's probation, the school is to continue operating its restructuring and turnaround plan. PCSB's QSR focused partly on observation of the implementation of turnaround strategies that the school developed to improve academic performance as part of the terms of its probation.

The QSR team conducted observations over the course of a two-week window, from May 5 through May 16, 2014. A team of two PCSB staff members and one consultant conducted observations of 14 classrooms, including classrooms where more than one teacher was present. In some instances the review team may have observed a teacher twice. The QSR team used Charlotte Danielson's Framework for Teaching Rubric throughout the observations and observed classrooms in mornings and afternoons. Additionally, the QSR team attended a Saturday School session on March 22, 2014 and a scheduled day of turnaround strategies on May 7, 2014 to observe the implementation of the school's improvement plan under its probationary status.

During the scheduled day of turnaround strategies on May 7, 2014 and during the Saturday School session on March 22, 2014, the PCSB observer saw strong implementation of the school's turnaround strategies. Teachers and students demonstrated positive relationships in both the hallways and in classrooms. Teachers spoke individually to students about making the right choices. The PCSB observer saw two professional development sessions, both focused on using assessment data to drive intervention and to deepen student thinking. During the English Department's professional development session, the facilitator led teachers through a protocol designed to understand why students may still be having trouble with particular standards in light of recent interim results. During the Math Department's professional development session, the facilitator led teachers through an item analysis to understand the misconceptions that may have led to incorrect answers, and to plan reteach lessons accordingly. IDEA PCS increased instructional time, particularly for math, by providing Saturday School, with sessions taught by IDEA PCS teachers. While not mandatory, it was encouraged for all tenth graders and some ninth graders who required additional support. During this session, the PCSB observer noted high quality, individualized instruction in all classes. Advisory classes focused on activities to support students' social and emotional development and to help students prepare for their next steps after high school. The QSR team observed co-teaching during both the scheduled day and the unscheduled observation window. In some settings, co-teaching seemed to be parallel, with both teachers playing an active role in delivering instruction, while in other settings, co-teaching appeared to be "one teach, one assist," with one teacher leading instruction and the other supporting students.

The QSR team scored 85% of the observations as "proficient" or "exemplary" for the Classroom Environment domain. The highest rated element within the Classroom Environment domain was Creating an Environment of Respect and Rapport, with 100% of observations as proficient or exemplary. Talk between teachers and students and among students was uniformly respectful. Students demonstrated high levels of trust with teachers. Teachers responded to incorrect responses in ways that respected student dignity.

The QSR team scored 73% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain. The highest rated elements within this domain, each with 85% of observations rated as proficient or exemplary, were Communicating with Students and Engaging Students in Learning. Teachers presented content clearly, referring frequently to the learning objective. Teachers consistently modeled the process to be followed for students. Teachers also used high-level vocabulary throughout classrooms, appropriate to students’ ages. In the majority of observations, students remained highly engaged. Students had some choice in how they completed learning tasks. Pacing seemed appropriate, providing adequate time for intellectual engagement. The lowest rated element within this domain and overall was Using Assessment in Instruction, with 54% of classrooms rated as proficient or exemplary. In a little less than half of the observations, teachers’ checks for understanding were global, with no evidence that all students understood content. In some of these classrooms, there was no attempt at self-assessment or peer assessment.

Overall, PCSB observers were impressed with the high quality instruction and supporting learning environment at the school. Two of the three members of the QSR team had visited the school prior to its restructuring and probationary status. They remarked that the school has made great strides in improving both the school climate and the academic program since then.

## IDEA PCS TURNAROUND STRATEGIES

The following table summarizes

- 1) IDEA PCS’s turnaround strategies as part of its probationary status; and,
- 2) the evidence that QSR team members observed of the school implementing those strategies during the Saturday School session on March 22, the scheduled day on May 7 and the observation window from May 5 through May 16, 2014 for the Spring 2014 QSR.

PCSB leaves it to the discretion of school leadership to determine the best use of time during the scheduled day for the purposes of observing turnaround strategies. Therefore it may not be possible to observe certain strategies chosen by the school. In cases where PCSB did not have the opportunity to observe the strategy, we will use the following statement: “While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.” PCSB will use different language to indicate poor implementation of a given strategy.

Please note that much of the evidence for the implementation of intervention and support strategies was observed through classroom observation and was aligned to the *Framework for Teaching*. The QSR team noted the specific classroom observation elements that speak to these strategies, where appropriate, in order to avoid repetition.

Strategy	Implementation	Evidence
Professional development for improved school culture	Observers should see positive relationships among teachers and students, both in the classroom and in the hall. Teachers should know students by name. Observers may also see and/or hear evidence of strong communication between school and home.	Throughout the scheduled day, the PCSB observer saw demonstrations of positive relationships among teachers and students, both in classrooms and in the hallways. Students demonstrated open and honest relationships with teachers by talking with them about their writing and by asking questions to improve their work. During an advisory class, students worked individually on essays as the teacher walked around to check on progress. The teacher had an individual conversation with one student about minimizing the student’s stress and helping the student complete end of year projects. Teachers called students by name in classrooms and in hallways and gently guided them to class. Teachers noticed students who seemed to be having a challenging day and spoke to them privately, encouraging them to make better choices. Overall the school had a stable climate with well-established routines and

Strategy	Implementation	Evidence
		<p>positive interactions between teachers and students.</p> <p>Please see the Classroom Environment domain for additional information around school climate.</p>
<p>Professional development focused on deepening student thinking.</p>	<p>Observers should see a uniform whiteboard configuration that promotes deep thinking on the part of students. Whiteboards should include explicit information about the skill teachers expect from students, the connection to the content, and the product.</p>	<p>PCSB observers saw a uniform whiteboard configuration throughout classrooms. On both the scheduled day and during the observation window, classroom whiteboards consistently included a Do Now activity, the lesson objective (including the skill teachers expected students to learn), essential question and agenda (most of which included the work product that students would complete, such as an essay, math problems, diagram around cell replication, or propaganda newspaper in a social studies class).</p> <p>Professional development sessions during the scheduled day were designed to help teachers deepen student thinking to overcome challenges to achieving proficiency on interims. During the English Department professional development session, teachers focused first on the challenges that they had this year and collectively came up with questions that they wanted to explore together about student achievement. Prior to looking at the student data, teachers oriented themselves around questions such as, “If students are not proficient, why not?” and “What are some new ways to facilitate learning for standards that are still testing low?” The teachers finished by analyzing trends in the last set of interim data.</p>
<p>Using assessment data to drive intervention</p>	<p>The school diagnoses students for intervention using the NWEA MAPP assessment. Students are grouped and receive intervention at the same time every day. The school uses ANet data to revise intervention groups. As a result, observers should</p>	<p>Professional development on the scheduled day focused on analyzing student data from the last interim to overcome challenges to proficiency (as described above, in the English Department professional development session) and to build reteach plans around the standards in which students needed further support. During the Math Department professional development, teachers looked at data from the last interim and conducted an item analysis, asking themselves, “If students got this problem wrong, what</p>

Strategy	Implementation	Evidence
	<p>see targeted instruction in reading and math during the intervention block.</p>	<p>are some of the misconceptions that could have led them to the incorrect answer?" They used this guiding question to build lesson plans emphasizing the standards in which students needed the most additional support.</p> <p>The QSR team did not observe an intervention block.</p>
<p>Increased instructional time</p>	<p>The school uses Saturday School to increase instructional time for students. The school reports attendance at about 50 to 60%. Saturday School is geared primarily toward tenth graders and is not mandatory for all students.</p>	<p>The QSR team attended Saturday School on March 22, 2014. The principal explained that Saturday School is targeted to tenth graders but that some ninth graders also attend for extra support. While Saturday School is not strictly mandatory, tenth graders are strongly encouraged to attend. At the start of the day, about fifteen students were present. Students had breakfast and proceeded to take their student-specific folders containing Saturday School trackers, documenting classes students had attended since November 2013, and completed work and work that was still in progress. Examples of student work from folders included: using a table of values to make a graph and write an equation, using graphs to generate tables and equations, solving systems of inequalities, multiplying and dividing rational expressions, and word problems.</p> <p>One teacher worked with a small group of students to correct their most recent interim. Based on the missed questions, the teacher identified particular standards and skills that students should focus on during the upcoming week in class. The teacher also focused on test-taking strategies.</p> <p>Another teacher started the lesson with a quiz as students entered the classroom. The teacher practiced test-taking strategies, like using a highlighter for key words and double-checking their work, with students as they worked on problems with exponents, fractions with variables and square roots. At the end of the quiz, students showed their strategies by doing the problems on the board as the teacher reviewed the rules for multiplying exponents and praised students for using test-taking strategies.</p>

Strategy	Implementation	Evidence
		<p>In another classroom a few students worked at the board solving equations. The teacher periodically stopped them to discuss their strategies with the rest of the class. The teacher also discussed strategies for checking answers.</p>
<p>Advisory and College Advisory</p>	<p>The school prepares students for their next steps by including specific time during the school day for college preparation, including time to look for and apply to scholarships.</p>	<p>Advisory classes focused on activities to support students' social and emotional development and to help students prepare for their next steps after high school, including preparing college applications. Some advisory classes separated male and female students to talk about issues in gender-specific issues such as healthy friendships and relationships. Students worked on personal statements for college applications as teachers walked around to check on progress. Students also used advisory class to prepare end of year writing portfolios as an English teacher provided individual feedback.</p>
<p>Co-teaching</p>	<p>Teachers should be planning collaboratively every day. Teachers should be teaching different strategies within the same classroom every day. They should be teaching in parallel, rather than the "one teach, one assist" model. Collaborative planning happens every Wednesday.</p>	<p>The QSR team saw co-teaching, particularly in math classes. Teachers worked in parallel, moving students through the Do Now and the group activity. Teachers checked on groups of students throughout the class. In another class one teacher led the instruction while the other teacher asked questions to help guide the students to the correct responses. The QSR team saw collaborative planning around re-teach plans on the scheduled day. In addition to analyzing data, teachers shared specific activities to support increased understanding of standards.</p>

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

This table summarizes IDEA PCS’s 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 Review Visit.

Goals	Evidence
<p><b>PMF Goal #1: Student Progress – Academic improvement over time</b></p> <p><i>Effective instruction supporting student academic progress and achievement in reading and math</i></p>	<p>The QSR team observed a range of instructional activities in classes that would promote academic improvement in reading. In ELA and social studies classes, students worked on individual essays with tasks such as comparing today’s civilization to ancient Greece and writing a propaganda article during Stalin’s time. As students completed individual essays, teachers walked around to provide one-on-one feedback to improve writing. Students used an editing resource to help them revise their work in an ELA class. In another ELA class, students analyzed characters and word choice in <i>Romeo and Juliet</i>.</p> <p>The QSR team also observed rigorous academic activities during math instruction. Instructional tasks required students to recognize and predict patterns, find solutions to two equations by looking at graphs, create word problems based on numeric equations, create graphs based on equations, and solve systems of equations. Teachers often presented problems to the whole class and gave students time to work independently. Teachers checked for understanding by asking students to present the strategies they used to solve the problems. Teachers also reviewed individual student work.</p>
<p><b>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards</b></p>	<p>Teachers differentiated their support to students and scaffolded instruction throughout English classes. Teachers provided individual feedback to students as others worked on their essays. Students wrote</p>



Goals	Evidence
<p><i>Moving students to advanced levels of proficiency in reading and math</i></p>	<p>propaganda essays using the viewpoint of a character of their choice from <i>Romeo and Juliet</i>.</p> <p>During the scheduled day of turnaround strategies, teachers in the English department examined the results from the last interim and worked together to come up with strategies for improving reading achievement. Teachers worked with students individually to help them complete their end-of-year writing portfolios.</p> <p>The QSR team also observed differentiation and frequent checks for understanding in math classes. Students in some math classes were taking assessments during the two-week observation window. Math instructors worked together to perform an item analysis on the latest interim results to understand the misconceptions that may have led to students' incorrect responses, and to prepare reteach plans accordingly. Students received additional academic support during advisory intervention classes and during the Saturday School observed on March 22, 2014 (see the Turnaround Strategies section of this report for more information). Teachers gave students the opportunity to talk through their approaches to math problems and asked other students to agree or disagree with the approach and explain why. Teachers called on all students to answer questions and talk through strategies or approaches to solving math problems, even those students who did not initially volunteer.</p>
<p><b>PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success</b></p> <p>Promotion of reading proficiency by third grade and math proficiency by eighth grade</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal, as this goal is not applicable in a high school setting.</p>

Goals	Evidence
<p><b>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement</b></p> <p>Culture of learning and support in the classrooms</p>	<p>The QSR team observed an environment of high academic expectations and support throughout classrooms. Students routinely arrived at class on time and began their Do Now activities as teachers walked around the rooms to check on homework completion. Teachers offered support to students who were having trouble with academic concepts. Teachers praised students for specific academic behavior. A student explained the approach to a math problem rather than just saying the answer.</p> <p>Teachers had individual conversations with students about challenges the students were having and encouraged them to make wise choices throughout the day. Teachers promoted academically-focused classrooms by asking students to leave in the infrequent situations where the students showed they were not ready to learn (e.g., by talking back to the teacher, by showing up 20 minutes into the class with no explanation, and by sleeping on the desk).</p> <p>The school promotes a culture of support through its professional development program, observed during the scheduled day of turnaround strategies. Teachers worked together to discuss ways to support student learning in both English and math, particularly around the standards with which students struggled.</p>
<p>Board Governance</p>	<p>The QSR team reviewed two sets of board meeting minutes in order to gain a sense of the school’s governance as it relates to fulfilling its mission and charter goals. During the meeting held on December 5, 2013 a quorum was present. The Executive Director gave his report on the following topics: Count Day, retention and recruitment strategies (for students), and the school’s OSSE Reward School status. Charter Board Partners (CBP) joined the meeting to discuss with the IDEA PCS board how it could support the school. The principal reviewed data from the last academic assessment. The meeting concluded with a development report and a governance report. The Quarter Two minutes</p>

Goals	Evidence
	<p>also included a description of a special vote, held by electronic email regarding BB&amp;T's Forbearance Agreement. The finance committee presented the following situation and recommendation to the board: The lower-than-expected enrollment for 2013-14 created financial challenges for the school. The Executive Director thus worked with BB&amp;T to restructure debt obligations. The financial relief would come in the form of a Forbearance Agreement. The IDEA PCS Board of Trustees unanimously voted to accept the recommendation and authorized the Executive Director to move forward with the final execution of all necessary documents.</p>

**CLASSROOM ENVIRONMENT<sup>1</sup>**

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 85% of the observations as “proficient” or “exemplary” for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The QSR team rated 100% of the observations as proficient or exemplary in Creating an Environment of Respect and Rapport. Talk between teachers and students and among students was uniformly respectful. In one classroom the teacher stood outside and shook each student’s hand as they entered the classrooms. Teachers responded successfully to rare cases of disrespect among students as they asked some students to move or to do their work in a different area, where they would not be tempted to get off-task.</p>	Exemplary	8%
	<p>Students demonstrated their trust and respect in teachers by talking to them openly about sensitive subjects like gender roles and relationship challenges. Teachers responded to students’ incorrect responses to academic problems in a way that respected student dignity, by asking the student to explain their rationale or to check their work. The QSR team noted friendly interactions among students in classrooms and hallways. For example, a student forgot his textbook and another student volunteered to share.</p>	Proficient	92%
	<p>The QSR team rated no observations as below proficient.</p>	Satisfactory	0%
		Limited	0%

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

Classroom Environment	Evidence Observed	School Wide Rating	
<b>Establishing a Culture for Learning</b>	<p>The QSR team rated 77% of the observations as proficient or exemplary in Establishing a Culture for Learning. Teachers appeared to expect high levels of student effort throughout classrooms. Teachers emphasized the importance of following the steps to solve a math problem and showing work rather than simply providing answers. Most students participated in lessons with minimal to no prompting from the teacher. Teachers consistently demonstrated high regard for student ability. In one observation the teacher told students that they were a “very bright class.” Teachers praised student efforts during lessons and encouraged them to explain their answers: “You are doing a great job. You have hit on three topics. Prove it! Now just prove it!” Teachers encouraged students to take their time on learning tasks and to re-check their work, thus emphasizing the importance of quality.</p>	Exemplary	8%
		Proficient	69%
	<p>The QSR team rated 23% of observations as below proficient, with no observations rated as limited. In a small number of classrooms, teachers had inconsistent expectations, only calling on a select few students without ensuring that all students stayed on task. Effort on the part of students was not universally high in all classrooms. Students in a small number of classrooms focused on completing the learning task rather than complete a high-quality work product. Some students indicated low levels of commitment either by not engaging in the learning task or by asking about consequences if they did not complete the learning task (though the teacher offered assistance to the students to help them be successful).</p>	Satisfactory	23%
		Limited	0%
<b>Managing Classroom Procedures</b>	<p>The QSR team rated 85% of observations as proficient or exemplary in Managing Classroom Procedures. Throughout the vast majority of classrooms, there was little loss of instructional time as students transitioned seamlessly from Do Now activities to learning points and individual work. Students entered classrooms without incident, began their Do Nows, and took out their homework with little to</p>	Exemplary	8%

Classroom Environment	Evidence Observed	School Wide Rating	
	no prompting from teachers. Students were productively engaged in group work in math completing a multi-part problem in a group, in art as they created models of carnival rides, and in physics creating electric cars. Students took the initiative to pass out materials for the class without prompting from the teacher.	Proficient	77%
	The QSR team rated 15% of observations as below proficient, with no observations rated as limited. In a small number of classrooms, routines functioned unevenly, as it took time for students to enter the classroom and obtain all of the materials necessary to complete the learning task. In one class twenty minutes had gone by before the teacher realized that students did not have the assignment sheet from the day before which they needed to complete the learning task.	Satisfactory	15%
		Limited	0%
<b>Managing Student Behavior</b>	The QSR team rated 77% of observations as proficient or exemplary in Managing Student Behavior. Most students' behavior was generally appropriate throughout classrooms. There was virtually no student misbehavior in a couple of classrooms. Teachers responded to misbehavior consistently and effectively, guiding students to get on task, using proximity by walking around classrooms, and ensuring that they called on every student to participate in class discussions. In rare cases of misbehavior, teachers respected student dignity in addressing the misbehavior by talking to the students outside of classrooms. A few students played a role in getting their peers back on task by reminding them to pay attention to the teacher.	Exemplary	15%
		Proficient	62%
	The QSR team rated 23% of observations as below proficient, with no observations rated as limited. In a small number of classrooms, teachers ignored misbehavior on the part of students, allowing them to stay off task or distract peers from completing the learning task. The teacher's responses to misbehavior	Satisfactory	23%

Classroom Environment	Evidence Observed	School Wide Rating	
	were inconsistent, as the teacher gave consequences to some students and none to others with the same type of misbehavior in a few classrooms.	Limited	0%

## INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. Overall the QSR team scored 73% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	<p>The QSR team rated 85% of observations as proficient or exemplary in Communicating with Students. Teachers used a uniform white board configuration that included a Do Now, learning objective, essential question and agenda to help students understand what they would be learning and what they would be doing. Teachers further reinforced this by continuously referencing the learning objective and discussing how learning tasks fit in with the objective. Where appropriate teachers modeled the process to be followed in the learning task, particularly in math classes where teachers completed problems on the board before asking students to try on their own. Students participated in explanations of content in math classes as they described how they completed problems.</p>	Exemplary	15%
	<p>Teachers used varied language and took advantage of opportunities to expand students’ vocabulary, as in one of the advisory classes where the teacher realized that students did not know what the word “minority” meant. The teacher gave the students a few examples. In science classes teachers used sophisticated vocabulary and asked students to recap definitions or provided definitions themselves. Overall teachers had strong content knowledge and were able to explain concepts thoroughly to students without having to refer to notes or textbooks. Teachers pre-empted student mistakes by telling them to take their time to work through the steps, particularly in math classes.</p>	Proficient	70%
	<p>The QSR team rated 15% of observations as below proficient, with no observations rated as limited. In a couple of classrooms, directions and</p>	Satisfactory	15%



Instructional Delivery	Evidence Observed	School Wide Rating	
	procedures regarding the learning task were unclear. Students continued to ask questions focused on what they were expected to produce, rather than questions directed at the actual content in a couple of observations.	Limited	0%
<b>Using Questioning and Discussion Techniques</b>	The QSR team rated 69% of observations as proficient or exemplary in Using Questioning and Discussion Techniques. Teachers throughout classrooms built on and used student responses to questions to generate further discussion. Teachers probed students to defend their answers and connect responses to the broader learning objective, as in a science class where the teacher continued to ask students how a particular phase of DNA replication fit into the overall process. Teachers invited all students to respond, even those students who did not volunteer initially in many classrooms. In a few exemplary classrooms, students initiated higher order discussions around content, particularly in advisory classes. Teachers gave students appropriate wait time, ensuring students had enough time to process the information and respond to questions.	Exemplary	23%
		Proficient	46%
	The QSR team rated 31% of observations as below proficient, with no observations rated as limited. In a little less than a third of the observations, students had limited to no opportunities to discuss content with each other or react to something their peers had said. Questioning in some classes seemed to follow a single path of inquiry. In a couple of classrooms, teachers did not attempt to engage all students in discussion, only engaging the students who volunteered.	Satisfactory	31%
		Limited	0%
<b>Engaging Students in Learning</b>	The QSR team rated 85% of observations as proficient or exemplary in Engaging Students in Learning. In the majority of observations, students were highly engaged in the learning task. Some activities allowed for student choice in product, like what type of newspaper article to write, and which	Exemplary	15%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>graphic organizer to use to represent roles of characters from a novel.</p> <p>Pacing provided time for students to be intellectually engaged, as teachers throughout observations asked students if they needed more time for the various parts of a lesson, and teachers did not move on until eliciting information from all students that they understood. Teachers gave students a choice in grouping, as in a science class where students completed concept maps of DNA replication and got to choose whether or not to complete the assignment independently or with a partner.</p>	Proficient	70%
	<p>The QSR team rated 15% of observations as below proficient, with no observations rated as limited. Student engagement was not universally high in all classes, with students remaining passive by learning primarily facts or procedures rather than those requiring deeper thought. In a couple of classrooms, students engaged in off-task behavior (such as playing on the computer, putting their heads down on their desks) rather than completing learning tasks.</p>	Satisfactory	15%
		Limited	0%
Using Assessment in Instruction	<p>The QSR team rated 54% of observations as proficient or exemplary in Using Assessment in Instruction. In a little over half of the observations, teachers circulated or asked questions to all students to check for understanding and provide individual feedback, particularly in English classes as students worked on essays.</p> <p>Teachers gauged understanding in math classes by asking students to</p>	Exemplary	16%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>complete problems on the board, and then by asking other students if they agreed or disagreed with a particular student’s method of solving. Students in about half of the classrooms indicated that they understood the characteristics of high quality work, by using editing resources given to them by teachers, by going through the steps needed to solve a math problem (rather than just saying the answer), and by referring to a grading rubric. Science teachers required students to make connections by asking students to think about how a particular concept fit into the overall unit.</p>	Proficient	38%
	<p>The QSR team rated 46% of observations as below proficient. In fewer than half of the observations, teachers checked for understanding globally without ensuring that all students understood the content. Some students continued to ask questions throughout the class about what the teacher expected out of a work product indicating that they did not know what high quality work looked like. In a few classrooms there was no attempt at self-assessment or peer assessment.</p>	Satisfactory	38%
		Limited	8%

**APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>Classroom Environment</b>	<b>Limited</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Exemplary</b>
<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.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
<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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC**

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Communicating with Students</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
<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.