



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

March 8, 2013

Lisa Chiu, Board Chair
Washington Yu Ying
220 Taylor Street, NE
Washington, DC 20017

Dear Ms. Chiu:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible for 5-year Charter Review

Qualitative Site Review Report

On January 10 and 16, 2013, a Qualitative Site Review team conducted on-site reviews of Washington Yu Ying PCS. 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, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Washington Yu Ying PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Washington Yu Ying PCS is in compliance with its charter.

Sincerely,

Scott Pearson
Executive Director



Enclosures
cc: Cheri Harrington

CHARTER GOALS

This table summarizes the goals that Washington Yu Ying PCS contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students will achieve literacy in English.	While the QSR team did not observe student assessment scores, the team did observe students actively reading and writing; the students appeared to be challenged in all areas of study. Each English classroom had reading materials organized by subject. Non-fiction resources were available and were part of the lessons.
Students will achieve literacy in Chinese.	The review team observed students from pre-kindergarten through fifth grade speaking and writing in Mandarin Chinese. The school program immerses pre-kindergarten students in Chinese daily and kindergarten through fifth grade students every other day. The administrator and teacher focus groups listed the assessments used to assess students’ Chinese language proficiency.
Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	The review team observed students explaining how they came up with their answers to their teachers and to other students. Teachers, from kindergarten through fifth grade, asked probing questions prompting students to fully explain their rationale. All focus groups described the student-run conferences each spring where the students show their parents how they have met the goals that they set in the fall in collaboration with their teachers and parents.
Students will understand and master increasingly complex mathematical concepts.	The review team observed teachers eliciting prior knowledge to engage students in math and giving clear directions and explanations of the Essential Question being studied that day. The math teachers observed differentiated the lessons, challenging all levels of students. Teachers asked students questions that required them to identify how they knew the purpose of the lessons.
Students will master the scientific method and apply it.	The review team did observe the scientific method posted on multiple classroom walls and one lesson using the scientific method to work through a nonfiction science article.
Students will be able to relate their learning to the outside world.	The review team observed teachers relating lessons to the outside world. Students related vocabulary words to their experiences and teachers asked probing questions to connect lessons to real life examples and students’ interests. The Board discussed a student trip to China.

Goal as Identified by the School	Evidence
Students will become independent learners and complete independent papers, reports, and performances, culminating in a “graduation project” for Grade 8.	The QSR team observed student projects and reports, such as poster boards and student work posted in the halls and classrooms. Teachers gave students the opportunity to recite in front of the class and to work independently to complete tasks. The teacher focus group discussed end of unit celebrations where students invited parents to see the project they have been learning about and working on for the past six weeks. The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable.
Students will satisfy Washington Yu Ying PCS’s requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.	The QSR team did not observe evidence of student grade-to-grade promotion rates. The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable.
Students will become life-long learners who possess a positive attitude toward school and learning.	The review team observed students in all classes engaged in learning. Students had positive attitudes in the classroom and in the focus group towards school and learning. In the focus groups, students described how much they enjoyed the school and learning. When asked to say something in Chinese, each student responded proudly.
Students will embrace diversity and respect other cultures.	As part of the Mandarin Chinese immersion curriculum, students learn about Chinese culture, according to the administration. In the student focus group, students discussed learning about a different culture and how they enjoy comparing it to their own. One of the fifth graders mentioned being excited to visit China later in the year and to experience the culture they have studied.
Students will treat themselves, other students, staff and the physical plant with respect.	All interactions observed by the review team were respectful. Teacher to student and student to student interactions were caring and courteous. Teachers regularly used the word “respect”, which was one of the attitude words posted in every classroom. The review team observed staff and students picking up litter in the halls and classrooms.
Students will learn to work collaboratively and resolve conflicts effectively and safely.	The administration and teacher focus groups stated the school created a school-wide discipline program with community responsibilities. Reviewers observed PAR (Prevention, Action, Response) posted in every classroom (both in English and Chinese) and implemented across the campus. Students in the focus group could identify each of the five steps and the consequences to each step. The review team observed the PAR behavior system being used multiple times. The administrator focus group also stated the fourth and fifth graders have started peer mediations to resolve conflicts. If there is a continuing problem students are paired with a student mediator. So many students wanted to join the program as mediators that they had to apply. The school also pairs older students with younger ones to eat lunch together once a week. Administrators said this gave younger students an opportunity to ask older students about the culture of the school.

Goal as Identified by the School	Evidence
Students will embrace the community by contributing to their school and wider community with service projects.	The review team observed plaques on the entrance wall stating what students in each grade were doing do help the environment. In the student focus groups, students discussed different fundraisers and activities they did to help the community, including walk-a-thons for the homeless shelter and clothing drives. They also noted that the school has a system that rewards students for helping others within the school and in the community.
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Teacher and student focus groups discussed the end of unit celebrations that students put on every six weeks or so. The students, teachers and staff invite parents to see end of unit projects and experience the theme for the previous six weeks. Students also had the opportunity to show their parents how they are meeting their fall goals during conferences each spring.
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 principal stated that all staff members are highly qualified in their subject area. The teacher focus groups discussed their appreciation of the school's educational program. Teachers have time every day to lesson plan together and collaborate with grade level and content area teams. The review team observed staff in all classrooms holding students to high expectations and exhibiting positive attitudes to other teachers and all students.
The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying PCS.	A PCSB staff member observed a board meeting where the board members discussed different aspects of running the school. The head of School and Principal were present and active in the discussion.
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	The QSR team did not observe specific recruitment or retention policies of the school but the team did observe a racially and ethnically diverse student body and staff. In the teacher focus group, five of the six teachers had been at the school for at least three years and all of the students in the focus group had been at the school since they started school, either in kindergarten or in pre-kindergarten.
The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.	Financial oversight is not part of the Qualitative Site Review. In the board meeting observed, board members heard a review of the school's finances and budget. Additional money in the current budget was due to nine additional, unanticipated students and a dissemination grant.
The school will be a good citizen and contribute to the local community.	The review team observed some evidence of student community service. As discussed above, the QSR team saw plaques on the entrance wall listing what students were doing do help the planet. In the student focus groups, students discussed different fundraisers and activities they did to help the community, including walk-a-thons for the homeless shelter and clothing drives. They also noted that the school has a system that rewards students for helping others.

SCHOOL MISSION

This rubric summarizes the school’s performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school’s mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school’s design and mission.	Administrators and Board members demonstrate a limited understanding of the school’s design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school’s design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school’s design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school’s design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school’s curriculum and instruction are aligned with the school’s mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Washington Yu Ying PCS is to foster the development of a strong social conscience among tomorrow’s global leaders by nurturing excellence in our students’ intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese–English language immersion environment. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

The QSR team observed the implementation of the charter goals and school mission in the school's day to day operations. Students spend every other day in full Chinese immersion, though the lesson objectives build day to day regardless of the language of instruction. Teachers have time every day to co-plan so the learning extends from the prior day. Teachers set high expectations for all students and challenge students in the classroom environment starting in kindergarten. The review team observed high expectations when listening to the higher order questions posed by teachers in all classrooms and the teachers' persistence in prompting students to explain their answers and how they arrived at them. The Learner Profile posted in every room (in both Chinese and English) describes the school's ideal learner characteristics: principled, open-minded, thinker, balanced, reflective, risk taker, caring, communicator. The review team observed teachers teaching many of these characteristics in the classrooms.

Through the Primary Years Program (PYP) for International Baccalaureate (IB), students are challenged with six week inquiry-based thematic units which are covered in all core subjects. The school has aligned these units with the Common Core State Standards. Focus group participants stated and the classroom observations confirmed that the PYP IB program is challenging and inquiry-based. The school has recently updated the curriculum for social studies and science to align with the District of Columbia's revised standards. The immersion program continues the study of units of inquiry and standards in the days students speak Chinese. The instruction observed was inquiry-based, engaging, and centered in a Chinese-English language immersion environment.

A PCSB staff member visited Washington Yu Ying PCS's board meeting on January 8, 2013. A quorum was present. Board members interviewed a parent as a prospective board member and voted to have the parent to join the board. The board discussed topics that included finances, facilities, parent engagement and meetings, expansion, strategic initiatives, and committee work. The principal's report discussed school safety, increasing parent involvement and concerns, and communication. Discussions with the student and teacher focus groups touched on some of the topics covered in the principal's report to the board. Students talked of increased safety drills and teachers discussed the various ways they communicate with parents, via email and the parent portal.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

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.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Over 90% of all classrooms observed scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Ninety-three percent of classrooms scored proficient or exemplary on Environment of Respect. The review team observed teachers being respectful to all students and students being respectful to each other. Teachers interacted politely with unfocused students to get them focused on the task. Teachers also exhibited positive, respectful body language. The teachers' demeanors created calm environments of caring and friendliness.

Over 85% of the classrooms observed scored proficient or exemplary on Culture of Learning. Teachers conveyed, in child-friendly ways, the expectation that students should be engaged in learning and should respond to questions. The review team observed teachers using body movement to help students understand concepts, especially in the Chinese classrooms. Even when a student answered a question in English, the teacher would continue in Chinese to let the students know that Chinese only was the expectation.

Approximately 90% of classrooms scored proficient or exemplary on Managing Classroom Procedures. The review team observed little instructional time lost during transitions. Teachers used bells, countdowns, and simple directions to signal switching stations. Students moved quietly and effectively between activities. Many teachers used a minute of exercise in the middle of activities to let the students move around. Students engaged in the physical activity and, at the end of the minute, quickly sat back down to resume learning.

Eighty percent of classrooms scored proficient or exemplary on Managing Student Behavior. Teachers were consistent, constant, and respectful in monitoring the behavior of students using different strategies, such as look, proximity, and redirection. The review team observed consistent use of the PAR behavior management system across all classrooms. Students in the focus groups could easily recite the five steps to the PAR system and the consequences to each step.

Every classroom observed scored proficient or exemplary on Organization of Physical Space. All of the classrooms observed were spacious and set up for ease of movement and small group work. Rooms had a carpet for whole group instruction on one side of the class and desks or tables grouped together to allow four to five students to work together. Teachers set up stations around the perimeter of the classroom. Each classroom had reading materials organized in bins and labeled by subject or use. Many rooms had a reading area with a couch and/or bean bags for students to sit comfortably during individual work time. Technology was not observed to be consistently available to students in all rooms. One room observed had listening stations for students and a second one had iPads with headphones for student use.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

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 situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

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.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 85% of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

All of the classrooms observed scored proficient or exemplary on Communicating with Students. Observers saw that teachers posted essential questions to help students understand how they could apply lesson topics in real life. Teachers clearly communicated lesson objectives orally or written on the board, and in some cases, had students explain the purpose. Teachers started a new topic by building on prior knowledge and the explanation of content was clear and invited student participation.

Over 70% of classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers consistently posed questions so students could analyze the subject, such as, “What strategy could you use?” and, “Can you tell me what you did to get your answer?” Questions prompted thinking and understanding. Teachers allowed students to answer incorrectly then guided the student to finding the correct answer. In multiple classrooms, teachers probed students to find many ways to interpret vocabulary words and discussed antonyms. During the review team’s observations of Chinese classrooms, students were explaining their responses in Chinese in some depth.

Eighty-seven percent of classrooms observed scored proficient or exemplary on Engaging Students in Learning. Students were actively engaged in the instructional activity. Teachers kept the pace appropriate and allowed students to lead some of the activities. Teachers used different grouping activities during stations to keep students engaged (one group reading, one writing, one working with iPads, and a fourth group activity). Teachers allowed students, and in some cases, invited students to sit elsewhere for the task so they could stay engaged. The review team observed students using couches and beanbags for silent reading, while the floor was an open area for students to work. During some circle times, students stood to stay focused without interrupting the lesson. The review team did not observe student-initiated questions.

Eighty percent of classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Teachers used individual whiteboards to see how students were writing Chinese characters and other teachers used a list of student names on the board and placed a colored dot next to the students who understood the concept. The review team observed teachers constantly assessing throughout the lessons and feedback by staff was given in a prompt, timely manner.

Over 70% of classrooms observed scored proficient or exemplary on Demonstrating Flexibility. Many teachers were flexible on how and where the students sat or stood during certain activities to facilitate engagement. Most teachers took advantage of teachable moments even if it diverted from the lesson plan. The review team observed teachers who were persistent in using questions to help students fully understand the concepts and help students understand how to arrive at the answer.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research-based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

For identified special education students, the school uses an inclusion model and pulls out for specific resources. As observed in many rooms, additional staff helps either one student or a group of students. The staff in the room also helped lead small groups in addition to assisting students with behavior. In some cases, the additional staff in the room and the teacher worked so well together that reviewers had difficulty determining who the lead teacher was. Before school tutoring allows time for additional help for struggling students.

The administrator focus group explained that for students who struggle with the school's language immersion or who are behind more than two grade levels in core subjects, the school has created a Differentiated Chinese Curriculum Model (DCCM) classroom where students receive only thirty minutes of Chinese daily and the rest of their instruction in English. The administration focus group stated, from last year to this year, the

DCCM room helped 75% of students increase two or more grade levels. The DCCM room has a special education teacher leading the class and additional support staff to assist.

The leadership team explained the school also tries to challenge students who are excelling in specific topics. After data review discussions, leadership or teachers pull students out for weekly extension learning. Additionally, observers noted the differentiation in small groups where teachers challenged students who had grasped the topic.

The administration explained that the school has an ELL teacher who works with students on identified skills. The teacher uses a pull-out method in pre-kindergarten, first, and second grades and works in the kindergarten teachers in the classrooms. There are no identified ELL students in the higher grades.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The administrator and teacher focus groups explained that aside from daily and weekly teacher collaboration time, the school maintains a very active professional development (“PD”) calendar. The teachers stated they received professional development on the IB Primary Years Program and the Chinese Immersion teachers receive additional focused assistance from a Mandarin Chinese consultant. The consultant is able to attend the national immersion conferences and train the school’s teachers. The school also sends a representative to the American Council on the Teaching of Foreign Language (ATFL) conference for additional support. The school has also worked with the University of Maryland’s Confucius Institute, which the university established with support from the Office of Chinese Language Council International to promote the study of Chinese language, culture, ethics, and philosophy, and furthers the understanding of China today.

The leadership and teachers in the focus groups stated that all teachers receive two weeks of professional development at the start of the school year and work on individual PD plans with administration. Administration supports new teachers through collaboration sessions throughout the year. A new teacher in the focus group stated she had received much more support and professional development at Washington Yu Ying PCS

than she had at her previous school. First year teachers receive ongoing support through weekly team meetings, teacher evaluations, and by working on specific goals with leadership.

Observations did show uniformity in teacher questioning, school discipline, transitions and assessment techniques.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The review team observed a school-wide discipline program that was consistently implemented by teachers and administrators. The PAR (Prevention, Action, Response) policy was developed by the school staff two years ago, according to teachers and administration. The students in the focus group could explain all five steps in the PAR and give the consequences for each step. Some of these include student reflection and, eventually, parent notification. The review team also observed orderly conduct in the hallways, organization when leaving and entering classrooms, and no disturbances.

Students stated that they felt safe at the school, and that they practice fire and lockdown drills often. At the board meeting, the principal updated the board members on further steps that school administration was considering to complete the lockdown practice. The school is looking into barricades for the lunchroom doors and other steps to keep the open campus safe.