



May 25, 2017

Mr. Thomas O'Hara, Board Chair
Center City PCS – Capitol Hill
1503 East Capitol Street, SE
Washington, DC 20003

Dear Mr. O'Hara:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible for 10-year Charter Review during the 2017-18 school year.

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Center City Public Charter School (PCS) – Capitol Hill between March 6 and March 17, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Center City PCS – Capitol Hill.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Russ Williams, Executive Director

Qualitative Site Review Report

Date: May 25, 2017

Campus Information

Campus Name: Center City PCS – Capitol Hill

Ward: 6

Grade levels: PreK – 8th grade

Qualitative Site Review Information

Reason for visit: School eligible for 10-year Charter Review during 2017-18 school year

Two-week window: March 6, 2017 – March 17, 2017

QSR team members: 1 DC PSCB staff and 3 consultants including one special education specialist

Number of observations: 17

Total enrollment: 237

Students with Disabilities enrollment: 33

English Language Learners enrollment: <10

In-seat attendance during the two-week window:

Visit 1: March 7, 2017- 90.6%

Visit 2: March 9, 2017- 94.2%

Visit 3: March 10, 2017- 96.0%

Visit 4: March 17, 2017- 97.6%

Summary

Center City Public Charter School's mission is to empower their students for lifelong success by building strong character, promoting academic excellence and generating public service throughout Washington, DC.

The QSR team observed evidence that Center City Public Charter School – Capitol Hill campus is generally meeting its mission. Observers noticed strong instruction in many classrooms, particularly in the elementary grades, and noted an overall positive school culture. Posters and exemplary student work lined the hallways. One wall displayed essays for Black History Month, another held recognitions of students and teachers who demonstrated character traits such as “empathy” and “optimism,” and another contained pictures of “Students of the Month” with summaries about why the student earned the honor. Teachers generally delivered lessons that pushed students to think critically and defend their answers. Many students outwardly showed enthusiasm toward their work. Observers noticed a trend of inconsistency between elementary and middle school classroom environments. In the elementary grades students exhibited few to no behavior issues; teachers taught high-quality lessons with little to no distraction. In the upper grades lessons appeared similarly rigorous, but student behavior often led to significant disruptions in lesson delivery.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine the classroom environment and instruction (see Appendix I). The QSR team scored 77% of observations as distinguished or proficient in the Classroom Environment domain, up from the 70% of observations rated as distinguish or proficient in this domain during the school’s last QSR in April of 2013. Observers rated 80% of classrooms as proficient in the *Establishing a Culture for Learning* and *Managing Classroom Procedures* components. In these

observations teachers communicated the importance of the content and learning and students took pride in their work. Classrooms functioned with little instructional time lost due to ineffective procedures. However, notably, student behavior and behavior management efficacy varied widely across observations. The *Managing Student Behavior* domain received the widest spread of scores with 13% of observations rated unsatisfactory, 21% rated basic, 53% rated proficient, and 13% rated distinguished.

The QSR team scored 67% of observations as distinguished or proficient in the Instruction domain, up from the 60% of observations rated as distinguish or proficient in this domain during the school's last QSR in April of 2013. Classrooms earned the highest ratings in the *Communicating with Students* component, with 74% rated as proficient or distinguished. Teachers in these observations explained content clearly and student understood expectations for quality work.

Governance

DC PCSB reviewed the meeting minutes from Center City PCS' Board of Directors meeting on March 15, 2017. A quorum was present. The board discussed the recent science fair among all six Center City PCS campuses. The CEO shared that he is working to improve employee retention and academic achievement. The Finance and Academic Committees discussed a joint meeting to finalize the current and three-year budgets of each campus. The Academic Committee reviewed midyear NWEA-MAP results and explained that principals and assistant principals are coaching teachers in preparation for the PARCC test. The CEO informed the Board that Center City PCS received official notification of their accreditation.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Center City PCS – Capitol Hill responded to a DC PCSB questionnaire regarding the provision of instruction to students with disabilities. The reviewer who conducted special education-specific observations noted the following evidence, which supports that the school is strongly implementing its program with fidelity:

- The school explained that each teacher is supplied with a toolkit for each unit of study to serve a supplement to learning tools already cleared by the teacher. While DC PCSB did not observe the toolkits in use, they were available in multiple classrooms. One math toolkit on place value consisted of manipulatives for counting; examples of expanded notation; place value pocket charts; and a multiplication table. Another toolkit for writing included My Personal Word Wall; a laminated Dolch Word List; sentence starter words, such as *first*, *next*, *then*, *after* and *finally*; graphic organizers, a Writing Intervention Game Plan for connecting text to self; and a list of transition words and phrases, such as *first*, *meanwhile*, *next*, and *afterward*.
- To support students with disabilities in the general education classroom, inclusion teachers work with general education teachers in the classroom, and during planning. DC PCSB observed special educators in each observation. In some observations special educators led small groups working on the same content as the rest of the class but with more direct support. In other observations the inclusion teachers taught the whole group lesson while the general education teacher supported a small group.

- The school described the use of exit tickets as a process for determining content mastery. Observers noted exit tickets in most observations. The school also uses intervention blocks using online software that generates a report outlining skill gaps students demonstrated when using the platform.
- The school reported several differentiation techniques used in the inclusion classroom. The observers noted that special educators reviewed pre-requisite skills (e.g., asking a series of questions about the y-intercept before moving on to solving linear equations, recalling rules for multiplying/dividing fractions); modified texts (e.g., drawings as prompts for comparing fractions); used a multisensory approach to learning (e.g., listening, hearing and writing as the teacher models), and introduced multiple iterations of the same skill (e.g., solving word problems by drawing pictures, underlining key words, writing equations) to reinforce understanding.
- The school describes the use of intervention blocks via software platforms to generate reports on skill gaps. During one intervention block some middle school students read historical texts that support a class novel while others participated in a guided reading small group with the intervention teacher. Other students worked on *Achieve 3000*, an online reading program that differentiates based on each student's current progress. Some students annotated text, some students answered reading comprehension questions, and some analyzed a visual related to the text. The math SPED teacher met with a few students in 6-8th grade during the intervention block. Students in 4th and 5th grade analyzed *Read Works* passages to help them access their ELA texts. In the younger grades, SPED teachers pushed-in during intervention for small group reading while other students read independently or with the general education teacher.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission:</p> <p>Center City Public Charter School's mission is to empower their students for lifelong success by building strong character, promoting academic excellence and generating public service throughout Washington, DC.</p>	<p>The QSR team saw evidence to support that Center City PCS – Capitol Hill is meeting its mission. Teachers, often teaching in pairs, generally led rigorous, grade-appropriate instruction and students largely engaged positively with each other and their work, particularly in the elementary grades. Teachers demonstrated belief in student abilities. One teacher spoke about the importance of growth mindset and another praised students who sounded out new vocabulary when reading aloud. Other teachers encouraged accountable language through a Socratic Seminar format. Students frequently used the phrases: “I agree with X because” or “I challenge that statement because” or “I understand what you are saying but...” Students also posed challenging questions to their classmates and responded to each other. Teachers modeled and supported effective communication strategies. In one observation the teacher led an exploratory lesson on physics using multiple strategies to encourage students to predict outcomes. The teacher used and explicitly taught new vocabulary and students engaged with enthusiasm.</p> <p>The QSR team noted stark differences in instructional quality and behavior between elementary and middle grades. In lower grade observations classrooms functioned efficiently and teachers delivered strong lessons. Students learned character development skills throughout explicit lessons. In upper grades behavior issues significantly interfered with lesson delivery. In several observations the teacher ignored whole groups of students who were off-task, spent substantive class time</p>

Mission and Goals	Evidence
	<p>coaxing students to participate, or read aloud to a class of students where only one or two were on-task and attending to the lesson.</p> <p>Exemplary student work hung on the walls, and posters in classrooms communicated the school’s values. College banners hung in middle school classrooms and hallways, and university research projects lined a middle school hallway. One observer heard the Principal remind students that “Capitol Hill is a Tier 2 school on its way to becoming a Tier 1 school with everyone’s hard work!”</p>
Goals:	
<p>Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year.</p>	<p>The QSR team saw some evidence related to this goal. ELA students analyzed historical text and wrote multi-paragraph essays in response to a prompt and several teachers referenced growth targets when discussing daily class objectives. A classroom data board displayed the school goal of 40th percentile and contained a marker for each student with approximately 10% of students meeting the goal. In a few observations only some students engaged in the lesson and it was apparent that multiple students were not learning the new skills.</p>
<p>Students will read and comprehend grade level appropriate text in the core content areas.</p>	<p>Teachers challenged students in all grades through grade-level appropriate texts. Students used tools such as annotation and questioning to determine meaning in the text and teachers modeled strategies to aid students. Lessons focused on synthesizing evidence to write topic sentences, or discerning the primary argument of a text. PreK and middle school students paired up as reading buddies and read about space (related to the PreK unit of study) and practiced reading strategies and questioning techniques.</p> <p>One teacher led a Socratic seminar. In this observation students demonstrated a deep understanding of the text and posed articulate questions to each other and cited specific</p>

Mission and Goals	Evidence
	<p>passages from the book. In a kindergarten class the teacher followed a scripted curriculum and asked questions to preview reading. The students defined the words "fair" and "unfair" and explained the main points of the book. Students had opportunities to turn and talk to answer questions and said, "My partner was X and he thought.... I agree/disagree because...."</p>
<p>Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.</p>	<p>Students worked on both math speed drills for fluency and problem solving in the math classes observed. Students in upper grades had opportunities to apply mathematical reasoning to solve problems, but many were disengaged from the learning task. In an elementary class a teacher worked with a small group to re-teach a lesson on using base ten blocks for addition while others worked on a laptop or worksheets. Students not working with the teacher engaged in their work unevenly. Most worked while others socialized. In one small group the teacher encouraged students to explain their thinking, asking questions such as, "How can we make 24 plus 9?", and "How can we use 10 to find the sum?" The teacher built upon each step of the lesson and students used and drew out base ten blocks on their whiteboards; the teacher explained, "You can now use the strategy to add numbers using base 10 blocks or drawing them on your paper."</p>
<p>All Center City PCS campuses will achieve an average of at least 90% attendance each year.</p>	<p>On each day of observations, the school had attendance rates above 90%.</p> <p>In-seat attendance during the two-week window:</p> <p>Visit 1: March 7, 2017- 90.6% Visit 2: March 9, 2017- 94.2% Visit 3: March 10, 2017- 96.0% Visit 4: March 17, 2017- 97.6%</p>

Mission and Goals	Evidence
<p>All Center City PCS campuses should achieve an average of at least 75% re-enrollment each year.</p>	<p>DC PCSB will review quantitative data from the Performance Management Framework to assess this goal for the review.</p>
<p>Center City PCS students will build character by performing community service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.</p>	<p>During the observation window students participated in a clothing drive for Martha’s Table, an organization that helps provide clothing, food, and other resources to low-income and homeless neighbors.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 77% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 80% of the observations as distinguished or proficient in this component. In these observations both students and teachers used polite language and demonstrated kindness toward others. Students in all classes used school wide hand signals to send messages to classmates such as, “I agree”, “I can help you” or “I can build on that.” This strengthened the feeling of community and students demonstrated that they value being able to help each other. Students sent “silent love” to their friends on the carpet in lower grades and gave fist bumps to salute academic success in older grades.</p>	Distinguished	7%
	<p>Teachers demonstrated sensitivity and genuine concern for students. In a distinguished observation the teacher greeted every student and danced for a second during morning meeting. Two students did not want to dance and the teacher said, “Okay Student X does not feel like dancing. Lets just send him good vibes.” All the students sent him finger wiggles and smiles. In another observation the teacher started the lesson by saying, “Give me a thumbs up if you’re having an awesome day! Oh, I see we have some students who are still getting into the swing of things this morning. Together, we can make sure everyone has an awesome day!”</p>	Proficient	73%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	7%

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

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 13% of the observations as unsatisfactory in this component. In these observations students demonstrated disrespect toward one another and their teacher. Students yelled obscenities and statements such as “don’t look at me, retard!” without consequence. One teacher gave directions to lower the voice level and students laughed.</p> <p>Observers also noted disrespectful language from teachers to students. In one observation the teacher shouted across the classroom to a student “Shut your mouth! What did I say?!”</p> <p>In another observation a teacher and a student got into a verbal altercation about sitting in STAR position and completing work, which ended without resolution.</p>	Unsatisfactory	13%
Establishing a Culture for Learning	<p>The QSR team scored 80% of the observations as proficient in this component. Teachers gave frequent praise and encouragement. In one observation the teacher said, “Your mindset needs to shift if you are saying you can’t. Your mind needs to say that you can do this and you can learn new things.” The teacher acknowledged the complexity of the work, but insisted that all students could do it.</p> <p>Overall in these observations teachers and students worked hard together and in small groups. In some cases the students showed commitment to high</p>	Distinguished	0%

The Classroom Environment	Evidence	School Wide Rating	
	<p>quality work by coming to the small group setting on their own and requesting more practice to ensure success. Students displayed outward emotion, such as cheers and smiles, when they experienced success.</p> <p>Teachers expressed enthusiasm for the lesson topic. One teacher said, "Oh man, this is my favorite war to learn about!" When students spoke the teachers in the room encouraged students to track the speaker and encouraged students to speak confidently saying, "Hands down and track Student X. Say it loud and proud!" When a student made a mistake, the teacher said, "Take your time. Give her some love she's going to get it."</p>	Proficient	80%
	<p>The QSR team scored 20% of the observations as basic in this component. In these observations teachers made genuine attempts to maintain high expectations and participation from all students, but the majority of students did not comply. Teachers said, "I need you on task," and "When I see work, then you can go get water" but often students talked back to the teachers and refused to participate.</p>	Basic	20%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 80% of the observations as proficient in this component. In these observations classrooms operated smoothly and without loss of instructional time. Students executed efficient, well-practiced routines. In one observation the teacher</p>	Distinguished	0%

The Classroom Environment	Evidence	School Wide Rating	
	<p>began each set of directions with the phrase, "When I say go..." to ensure students heard the entire direction before moving. Teachers consistently gave students a pre-determined set of seconds to carry out a procedure. Students were directed to sit in STAR to hear a new set of directions and the entire class complied.</p> <p>In one observation as students quickly moved to the carpet the teacher said, "You guys don't need me! You guys can do this all on your own." Students demonstrated that they knew exactly how to move around the room without any loss of instructional time. In another observation students got laptop computers from a cart and returned them without any need for teacher direction. In another observation each student held a clipboard and a pencil to take notes during a reading lesson.</p>	Proficient	80%
	<p>The QSR team scored 20% of the observations as basic in this component. In these observations teachers attempted to execute procedures with limited success. Several times a teacher signaled for attention by saying, "If you can hear my voice, clap once," but no students clapped or stopped talking. On several occasions the teacher repeated the same directions.</p> <p>In another class the teacher handed out papers at the door as students entered, but several slipped by. It took several minutes into the start of class for all students to have the correct papers and no instruction occurred during the chaos.</p>	Basic	20%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	<p>The QSR team scored 66% of the observations as distinguished or proficient in this component. In these observations there were few, if any instances of misbehavior. In distinguished observations no instances of misbehavior occurred.</p>	Distinguished	13%
	<p>In several observations the teachers reminded students of the desired noise level (0, 1 or 2) and students responded immediately. Although there were moments of misbehavior in proficient observations, the teachers issued fair and consistent consequences that effectively changed student behavior. One student stood up during Morning Meeting, the teacher said, "That's a warning. Take a safe seat" and the student sat immediately. During a transition, the teacher said, "Voices off in 3-2-1. Student X, that's a deduction." A student who ran was told to "try it again with walking feet."</p> <p>In one observation the teacher worked with a small group of students while the others completed a hand out or worked on computers. The independent workers needed a few reminders to focus. The teacher did so with dignity. She called them up to her and spoke to them quietly with a smile. Students redirected behaviors when asked.</p>		Proficient
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations students not working with the teacher were often off-task, talking to each other or just dazing off. Teachers attempted to redirect students multiple times and the behaviors did not change.</p>	Basic	21%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 13% of the observations as unsatisfactory in this component. In these observations students explicitly ignored instructions and classroom norms. In one class of 18 students, three complied with directions. Others talked, laughed, danced, and walked about the classroom. Students spoke back to their teacher in a rude manner and several sucked their teeth. The teacher gave no consequences.</p> <p>In another observation the teacher made multiple attempts to address off-task behavior with no success. Students talked over the teacher and defiantly ignored instructions. Several students slept for most of the class time.</p>	Unsatisfactory	13%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson Framework. The QSR team scored 67% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 73% of the observations as distinguished or proficient in this component. In these observations teachers clearly communicated the purpose of the lesson and provided clear directions and procedures. In one observation the teacher introduced the concept of a Socratic Seminar. She said, “The way that a Socratic Seminar works is this: my voice will not guide the discussion and no voice will trump another.” She then reviewed expectations for participation and students engaged in a robust seminar for over 20 minutes with no teacher voice.</p>	Distinguished	7%
	<p>Teachers prepared lists, charts, and examples that students could reference as they performed academic tasks and several teachers pre-taught vocabulary. In one observation the students looked at the words <i>navigate</i> and <i>native</i> prior to a reading lesson about Christopher Columbus. The teacher used examples, “I was not born in DC. I am not a native. How many of you were born in Washington DC? That means all of you are native.”</p> <p>In a distinguished observation the teacher the provided models and graphic organizers and students clearly comprehended the content because every student engaged with the lesson. The teacher explained to students which words to underline and think through in teams. Students annotated using words, highlighters, and symbols.</p>	Proficient	66%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 26% of observations as basic in this component. In these observations teachers wrote the lesson objective on the board and said it aloud, but provided little context for the purpose of the lesson. One teacher attempted to convey the purpose of the lesson but student behavior prevented her from giving clear directions to everyone at the table.</p> <p>In other observations directions lacked clarity and left students confused. One teacher gave verbal directions for models he wanted students to create on whiteboards and students struggled to follow along. The teacher said, "I want you to form 4 groups of 3" and students looked confused. The teacher then said, "Haha, tricked you. Make 3 groups of 4. Wait; make 3 groups of 4, no 4 groups of 3? No?" The teacher also appeared confused and paused to think through what he needed to say before clarifying. At this point multiple students stopped paying attention. In another class the teacher gave verbal directions for setting up a problem on white boards and several students said "huh?" and teacher repeated the instructions verbatim; students continued to demonstrate confusion.</p>	Basic	26%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 67% of the observations as distinguished or proficient in this component. In these observations teachers effectively used wait time and solicited input from many students. Teachers said, "Oh, I am going to wait for more hands" or, "Wow, you all look great! Who am I going to call on now?" when many student hands shot into the air. In one distinguished observation students participated in a Socratic Seminar about the novel <i>Chains</i>.</p> <p>Teachers asked high-level questions and pushed students to explain their thinking. In one observation the teacher said, "How do you know that this word says share?" The student said, "I know it says share because 'sh' is a digraph and I know the sound it makes." In another lesson the teacher asked students, "What do we think powerful economic force means in this text?" A student responded, "Oh, that means money." The teacher agreed and encouraged students to annotate with a dollar sign.</p>	Distinguished	7%
		Proficient	60%
	<p>The QSR team scored 33% of the observations as basic in this component. In these observation, teachers framed some questions to promote student thinking but many questions required single or procedural answers. In several observations behavior issues prevented teachers from leading robust discussions.</p>	Basic	33%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	<p>The QSR team scored 67% of the observations as distinguished or proficient in this component. In these observations students worked on learning tasks aligned with objectives and activities and assignments promoted student engagement. Students in one class could choose to work on several different tasks, all aligned to the same objective.</p>	Distinguished	7%
	<p>In one observation of 15 students, all but one to three at any given point of independent practice were reading, annotating, and completing graphic organizers to set up their paragraphs. The teacher told students where to put their fingers to follow along when whole-class reading began. The pace was quick enough to keep students engaged, but not so fast that students could not keep up. Another teacher lead a small group of five students at the back of the room through the same lesson, but offered more direct questioning and feedback. Some students worked on computers, some completed a handout and a few worked directly with the teacher in small groups.</p> <p>In most of these observations, teachers used a multisensory approach to deliver instruction. Students performed written tasks that combined visual, auditory and kinesthetic inputs. One teacher used video, lecture, and a hands-on exploratory demonstration to teach the lesson.</p>	Proficient	60%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 26% of the observations as basic in this component. Students in these lessons engaged only if the teacher worked directly with them. In one observation as students completed a reading and annotation task many had their heads down or sat without reading. Those who did read were done when the timer went off however the teacher granted five more minutes of work time and they sat waiting. In other classes students followed along passively in the text as the teacher read aloud. In one class most students completed a worksheet but approximately 25% of the class talked or slept and did not work.</p>	Basic	26%
	<p>The QSR team scored less than 10% observations as unsatisfactory in this component.</p>	Unsatisfactory	7%
<p>Using Assessment in Instruction</p>	<p>The QSR team scored 60% of the observations as proficient in this component. In these observations students produced a clear end product, exit ticket, or wrote a reflection at the end of the lesson. The teachers in these observations provided specific and timely feedback throughout the lesson. In one observation the teacher pulled a group of three</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>students during independent work time and teacher started the small group saying, "Here is the deal. I noticed that when I looked at our work for yesterday that these might be confusing for us. What are these?" The teacher taught a 15-minute lesson to re-teach these students how to use base ten blocks for addition. Each of the three students demonstrated mastery of the use of base ten blocks (both with manipulatives and by drawing them) by the end of the small group.</p> <p>Teachers called on a variety of students and probed their thinking. In one observation students who could not correctly answer the probes were offered help. After another student helped the teacher would return to the first child and ask them to explain what their classmate said.</p>	Proficient	60%
	<p>The QSR team scored 40% of the observations as basic in this component. In these observations teachers circulated during student work time but assessed only some student work or provided feedback to a few students. In one observation the teacher asked individual questions and twice brought the class back together to address a misconception that he observed. However, there were many students sitting passively and the teacher did not collect the work at the end of the period. Another teacher circulated the classroom attempting to give individualized feedback but most of the time was spent monitoring student behavior and encouraging students to merely participate.</p>	Basic	40%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

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