

DC Scholars PCS Annual Report



School Year 2017-18

Under Leadership of:

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I. School Description

Mission Statement

DC Scholars Public Charter School, serving grades PS through 8, prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.

School Program

Instructional Approach

As a part of the DC Scholars Community Schools network of schools, DC Scholars Public Charter School (DC Scholars PCS) operated in SY 2017-18 in alignment with network-wide frameworks. The network-wide academic framework is built around three pillars that lead to academic success: strong student and staff culture, effective instructional practices, and practical, tactical differentiation. The schools within DC Scholars Community Schools network incorporate these pillars across strands of instructional practice. These pillars encompass what occurs within a classroom to drive results.

Strong Student and Staff Culture

At DC Scholars PCS, a strong school and classroom culture is at the core of student achievement. The desired, positive learning environment at DC Scholars PCS includes consistent expectations, respectful interactions between students and teachers, immediate address of student misbehavior, and support from leaders to maintain high standards for student behavior in the classroom.

DC Scholars PCS teachers and students follow the routines and procedures of the school with consistency across classrooms and grades. Teachers build strong relationships with students and strike a balance between warm and demanding. They set and hold high expectations because they believe their students are capable of greatness. The bedrocks of culture are the four PATH values (Prepared/Professional, Attentive, Thoughtful and Hardworking) and these values are reinforced during teacher interactions with students.

For students to be successful in the 21st century, an emphasis on career and college ready practices and habits of mind is a must. Students need to develop or strengthen their ability to self-regulate and make good choices in a wide variety of situations. Teachers also need to give students increasing amounts of independence as they seek to become creative problem solvers and critical thinkers. Therefore, our leadership teams support teachers and students in creating a positive learning environment by the 1) incorporation of social-emotional learning

programs into the daily schedule and 2) reinforcement of foundational elements of school culture.

- 1) Social-Emotional Learning:** In SY 2017-18, teachers built their individual capacity and skill set for creating a positive learning environment through internal and external professional development, coaching, and programming. Early Childhood Education (ECE) teachers received training and implemented a new curricular component, Second Step, while Kindergarten to 4th grade teachers focused on learning and implementing Restorative Justice and Responsive Classroom practices.

Second Step is a social-emotional learning program that emphasizes the development of self-regulation and social-emotional skills necessary for academic success. Students harness their energy and potential through theme-based units designed to build empathy, emotional management, friendship, and problem-solving skills. This curriculum influences the CLASS domain of Emotional Support.

Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. In SY 2017-18, teachers in K-4th implemented a Responsive Classroom type Morning Meeting. These meetings emphasized the role of each student to participate in and experience a sense of belonging and fun in their classroom community. The leadership team members supported this initiative by hosting monthly school-wide Community Meetings to celebrate student and classroom accomplishments.

- 2) Foundational Elements of School Culture:** DC Scholars PCS is safe, fair, structured, and joyful. Consistent expectations for physical environment, uniforms, routines, procedures and coined “Foundational Elements” create this environment. The learning environment promotes positive interactions, targeted learning, and consistent routines and procedures. Building on these consistent cultural elements, leaders and teachers adopt their own unique “Culture Swag” and highlight rituals, traditions, and fun activities specific to their context.

Our behavior management system is based upon logical consequences and restorative practices. We believe logical consequences help students develop self-control by requiring them to examine their behavior and actively fix their mistakes. As a result, our behavior management systems emphasize supporting scholars to recognize the choices they made, how those choices contributed to the undesirable outcome(s), what impact their choices had on themselves and others, and what choices they could make differently in the future. DC Scholars employs a ladder of consequences in classrooms to provide teachers with language and actions to support the redirection of students. Within the ladder of consequences, teachers use Class Dojo as a behavior

management tool with a tangible consequence and redirection when classroom expectations are not being met. In addition, Class Dojo is a method of parent communication and connection to classroom learning, as well as positive reinforcement of the PATH values.

☆☆ Effective Instructional Practices

DC Scholars PCS incorporates core instructional practices designed to quickly move students up to grade level proficiency. These practices include 1) a College Prep Curriculum 2) Common Instructional Strategies 3) Emphasized Foundational Skills 4) Attention to Rigor and 5) Multiple Instructional Approaches.

- 1) Rigorous College Prep Curriculum:** DC Scholars PCS uses a combination of externally and internally created curricula in order to implement a rigorous academic program. In the early childhood grades (PS and PK), scholars are immersed in internally-created, theme-based units that address key literacy, math, and social emotional skills. Teachers in grades Kindergarten through 4th use externally-created, comprehensive English Language Arts curricula designed by Expeditionary Learning Education; students in 5th – 8th grade are taught English Language Arts through rigorous EngageNY modules. Both these curricula are aligned with the Common Core State Standards and promote deeper learning about rich topics. Math curriculum in the elementary and middle school grades revolves around open-ended, problem-based tasks that allow students to develop a deep understanding of math concepts. School leaders and teachers select, curate, and sequence tasks and lessons. Some of the key curricular resources for math instruction include Eureka Math, Cathy Fosnot's *Context for Learning*, and John Van de Walle's *Teaching Student-Centered Mathematics*.
- 2) Common Instructional Strategies:** DC Scholars PCS uses common instructional practices in every classroom to increase the effectiveness of teachers and maintain consistency for its students. Instructional practices address core academic routines as well as strategies for effective content-based delivery. Common instructional practices create learning environments that are well organized, have clear learning objectives, provide students with lots of "at bats" to apply their knowledge, and place the cognitive load on scholars. In addition to the school's instructional practices, DC Scholars PCS also provides teachers and leaders with a set of instructional standards that highlight key practices and promote teacher growth through regular individual performance dialogues. In SY 2015-16, DC Scholars PCS partnered with The New Teacher Project (Tntp) to pilot a new rubric for coaching in K-7th as well as transformed the CLASS rubric into a set of measurable instructional standards for teachers in PS and PK. At the beginning of SY 2016-17 school year, DC Scholars PCS fully adopted the Tntp Core Rubric and CLASS rubric to serve as its new Instructional Standards throughout the school year.

- 3) **Emphasized Foundational Skills:** Given the grade level gap for many students, building foundational skills in literacy and math is a critical component of instructional practice. The academic model has a balance of grade level content-based instruction and explicit time for daily remediation and intervention.

At DC Scholars PCS, foundational skill building begins with PS and PK scholars. The youngest scholars engage in thematic play and small group math and literacy instruction each day. Teachers plan engaging centers that promote early literacy and numeracy skills and give students rich experiences that build their world knowledge.

In grades K-8, the daily schedule includes significant time for reading and math. Scholars in grades K-2nd have two teachers and engage in learning through small group rotations for two to three hours per day. All scholars receive targeted phonics instruction, guided reading, and small group math lessons. In SY 2017-18, teachers in grades 5th – 8th also implemented a middle school schedule, in which students rotated between classes each day. Students had eight periods with double blocks of English and Math in addition to History, High School Placement, Science, PE, and African drumming classes. All K-8th grade scholars spent 20-30 minutes a day using Lexia, ST MATH, or iReady, computer-based tools that support leveled learning.

- 4) **Attention to Rigor:** DC Scholars PCS approaches teaching and learning through a rigorous lens. While many of our students require additional time to revisit and review gap skills, teachers deliver instruction for all skill levels in a manner that honor students' intellect. Lessons challenge and push students to think at higher cognitive levels. DC Scholars PCS utilizes a variety of strategies from *Teach Like a Champion* and learning protocols from Expeditionary Learning Education to ensure that students own most of the reading, writing, thinking, and problem-solving. The Early Childhood Education team continues to develop consistent practices aligned to the CLASS rubric.
- 5) **Multiple Instructional Approaches:** Research demonstrates that students benefit from learning in more than one way.¹ The DC Scholars PCS's instructional approach explicitly incorporates multiple learning modalities and teaching structures in math, literacy, science, and social studies each day. Scholars explore and master content through direct instruction, engaging technology programs, inquiry-based learning, student discussions, writing, team projects, and independent reading. Teachers modify and design lessons that meet various student learning modalities every day so that all scholars can access and engage with the material.

¹ Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9–12*. Alexandria, VA: ASCD

☆☆ Practical, Tactical Differentiation

Because scholars are at varying levels of achievement, differentiated learning opportunities for each student are imperative. To accomplish this, teachers in all grades focus on maximizing small group and individual instruction. Data-driven decision-making, targeted interventions, and effective use of technology support planning for individual instruction.

- **Assessments & Data-Driven Decision Making:** DC Scholars PCS utilizes a number of assessments to evaluate student learning and teaching, as well as a structured approach to engage with the data to monitor progress. The following assessments are used throughout the academic year:
 - Every Child Ready | PS-PK | Math & Literacy
 - NWEA MAP | Grades K-8 | Math & Literacy Growth
 - Fountas and Pinnell | Grades K-8 | Leveled Reading
 - ANET | Grades 2-8 | Math & Literacy Interim Assessments
 - Aimsweb | Grades K-8 | Foundational Math & Literacy

DC Scholars PCS employs a cyclical approach to data collection, analysis, and action. Effective use of data provides students with targeted instruction and intentional interventions. Teachers also use student data to inform the flexible formation of small groups, instructional delivery, and lesson plans. The DC Scholars PCS team is data driven at its core. Under the leadership of the School Directors and instructional coaches, teachers regularly review key data points and make careful instructional adjustments. The DC Scholars PCS team uses a number of data review structures including weekly data conversations, review of student performance on weekly quizzes, and quarterly Data Days. Before each unit begins, teachers look specifically at interim assessments and informal data (e.g. quizzes, exit tickets, etc.) to determine student readiness for content. Teachers adjust instructional units to account for the least mastered standards and necessary re-teaching. In SY 2017-18, the leadership team continued to implement a tri-annual analysis structure, State of the Union, to conduct deeper analysis into the school's progress and action planning.

- **Targeted Interventions:** For SY 2017-18, DC Scholars PCS continued to increase academic intervention efforts to ensure all students received targeted instruction at their levels. Each year, teachers identify students for interventions based on the previous year's state and nationally normed tests, BOY diagnostic data, and prior teacher recommendations. Teachers deliver interventions using research-based curriculum; then, they regularly assess, track and review student progress through assessments. Annually, teachers in grades 5th-8th also plan and teach targeted and rigorous small group instruction in addition to implementing research-based blended

learning programs for interventions and enrichment during literacy and math blocks. School Directors create thoughtful daily schedules for each grade level and provide daily push-in and pull-out supports as well as learning through technology for all students with disabilities.

- **Effective Use of Technology:** In SY 2017-18, DC Scholars PCS continued to utilize an increased amount of technology and blended learning instruction from the 2016-17 school year. To maximize opportunities for individualized learning, teachers implemented ST Math, Lexia, and iReady in K-8th grade classrooms. Technology also helped teachers maximize small group rotation structures in their classrooms.

Enrichment and Afterschool Program

A core component of a strong after school program is the infusion of a robust enrichment program that is designed to support character building without compromising student achievement. After school and summer enrichment programs are critical factors in:

- Preparing students and matriculating them to college-prep high schools
- Developing a sense of community within and surrounding the school

DC Scholars PCS believes in the importance of helping students develop their unique interests beyond the walls of the classroom. In SY 2017-18, PS-8th grade scholars participated in an internal afterschool program. The program featured academic support, sports, and dance as well as specialized programs including debate, robotics, and an entrepreneurship club. In addition to the programs above, students in grades 5th - 8th participated in additional clubs, including multimedia, yearbook, culinary arts, and jazz band.

Summer school programming was also offered June through July 2017. Components of the summer programming included small group math and reading instruction, computer programming, field trips, and athletics. The afterschool and summer programs were funded through a 21st Century Schools' grant in the past three school years: 2015-16, 2016-17, 2017-18.

Parent and Family Engagement

DC Scholars PCS believes that the collective commitment from students, families, parents and the neighboring community is integral to solidifying a culture of achievement. The Community and Family Engagement program seeks to form strategic partnerships with families, community members, and other stakeholders to increase the success and academic achievement of all scholars.

Achievement-focused family engagement is critical to helping DC Scholars PCS achieve its mission and goals. DC Scholars PCS recognizes that families and community members add

strength, resources, and knowledge about the children and community served. The family engagement framework consists of five major components:

- *Focus on Learning*—ensures that every initiative that DC Scholars PCS plans, develops, and launches will support the learning and academic growth of scholars, at home and in school.
- *Community Partnerships* -- identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- *Parent Empowerment and Education* -- empowers and educates parents to support DC Scholars PCS with the academic, social, and emotional development of their children; provides information and ideas to families about how to help students at home with homework and other curriculum-related activities.
- *Communication* -- effectively communicates with families ensuring that all communication is two-way and information is accessible, understandable, and actionable.
- *Data Sharing*-- provides parents with data about their scholar's progress in school in an easily understandable, meaningful, and actionable way.

DC Scholars PCS engages all stakeholders, namely families, community groups, and resources, in a student's success through numerous outreach efforts, including:

- Information sessions and detailed family orientations
- Regular (on-going) contact between instructors and parents/guardians
- Platforms for parents to participate in school-wide assemblies
- Partnerships with external community organizations

Through Class Dojo, parents receive updates on their scholar's behavior and school events, as well as videos of activities and celebrations.

To further involve parents and families, DC Scholars PCS Middle School teachers and staff partnered with the Flamboyant Foundation in SY 2017-18. The Flamboyant Foundation trained teachers and leaders how to conduct home visits, cultivate on-going communication with families, and facilitate student-led conferences. This partnership enabled DC Scholars PCS Middle School teachers to provide high-quality home visits and student-led conferences to all 5th to 8th grade students and their families. In partnering with the Flamboyant Foundation, DC Scholars PCS also created a Family Engagement Leadership Team, including teachers and staff. The Family Engagement Leadership Team led teachers through additional professional development on coaching and supported home visits, scholar-led conferences, and on-going communication with families to build and sustain positive relationships.

DC Scholars also continues to implement a variety of parent events and supports each year. We continued hosting monthly Joyful Markets, a partnership with Martha's Table, which

provides an opportunity for students and their parents to shop for no-cost fresh produce at the school. In SY 2017-18, Muffins for Moms and Donuts for Dads allowed school leaders to hear parent feedback about the school and to share key updates and announcements, as well as encouraged parents to visit classrooms. Continuing the strong tradition of celebrating academic success, DC Scholars also maintained quarterly Honor Roll Breakfast events in SY 2017-18. These events were open to each scholar participant's entire immediate family. As many scholars have siblings in younger grades, Honor Roll Breakfasts are an opportunity for scholars to be role models for their younger peers.

II. School Performance

Performance and Progress

Progress in Achieving the Mission

DC Scholars continued to work towards its mission: to prepare students for the path to college and provide students with the foundation of life skills to become productive members of their community. Annually, we utilize our students' results on the Partnership for Assessment of Readiness for College and Careers (PARCC) as an indicator of our effectiveness in preparing student for college readiness. For SY 2017-18, DC Scholars' overall PARCC results for students in 3rd – 8th were stagnant in reading and the percentage of students meeting college ready expectations decreased in math. Due to this minimal growth in our students' readiness for college and careers, DC Scholars is working to increase opportunities for teacher and leader growth in SY 2018-19 to ensure that our team is getting better fast for students.

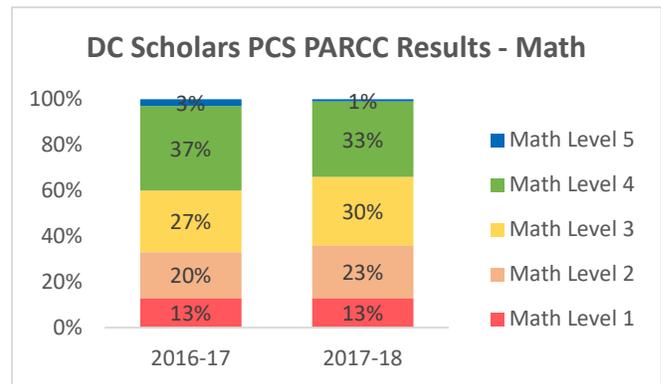
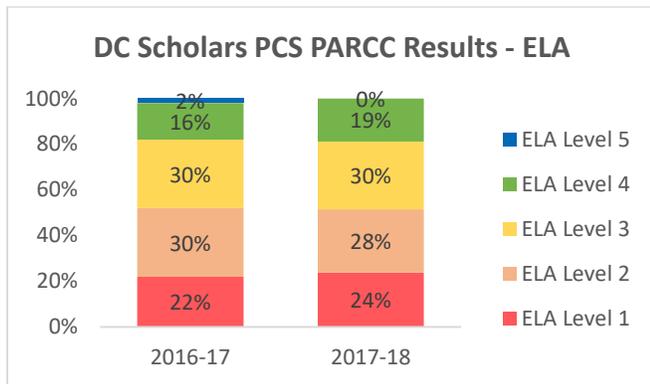
In SY 2017-18, our school took great strides to further provide our students with the foundation of life skills to become productive members of their community. DC Scholars Elementary teachers and leaders prioritized integrating social-emotional learning programs, such as Second Step, Restorative Justice, and Responsive Classroom, into their daily interactions with and lessons for students. In Middle School, we implemented the second year of the High School Placement Course for all 7th and 8th grade scholars. This course helped students research and choose appropriate high school options, practice skills needed for transitioning into high school, and meet the necessary enrollment requirements. Additionally, DC Scholars Middle School teachers implemented systematic family engagement strategies for all students. Our Middle School teachers and families achieved 100% home visits and 100% participation in student-led conferences. It is crucial for our staff to ensure that our middle school students and their families are engaged in their academic success as well as take ownership for their progress. These remarkable participation rates demonstrate not only how our staff cultivated relationships but also their eagerness to ensure students have the foundation of life skills to become productive members.

Progress in Achieving Goals and Academic Achievement Expectations

The following graphs provide an overview of DC Scholars Public Charter School's student performance on academic assessments, including the PARCC in English Language Arts (ELA) and Mathematics, NWEA MAP, and Every Child Ready (ECR) in SY 2017-18. DC Scholars also reviews CLASS instructional support, in-seat attendance, and suspension rates to ensure we are meeting our schoolwide goals.

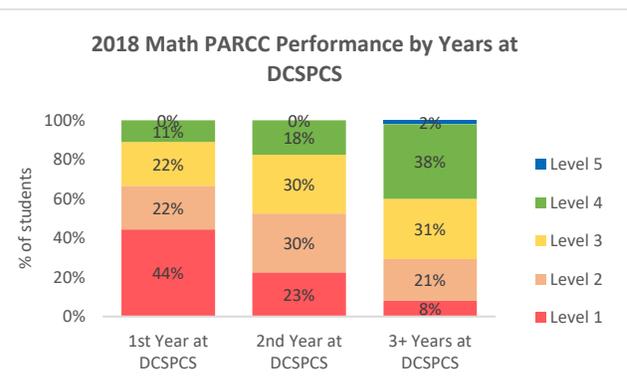
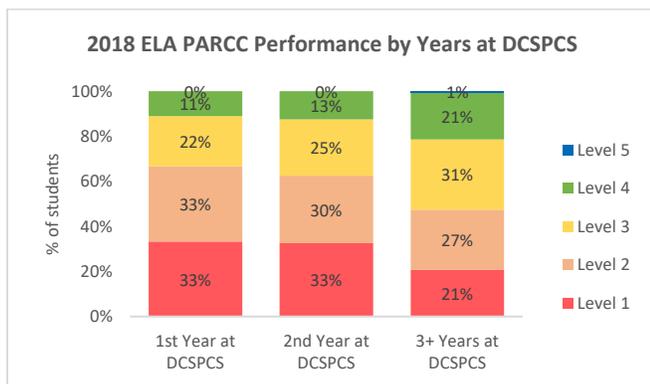
★ PARCC Results Summary

Between SY 2016-17 and SY 2017-18, DC Scholars PCS saw a 1% increase in the percent of students achieving a Level 4 or above in English Language Arts, thus meeting or exceeding expectations. In math, the percent of students achieving Level 4 or above decreased by 6% from SY 2016-17 to SY 2017-18.



Length of Time at DC Scholars Makes a Positive Difference

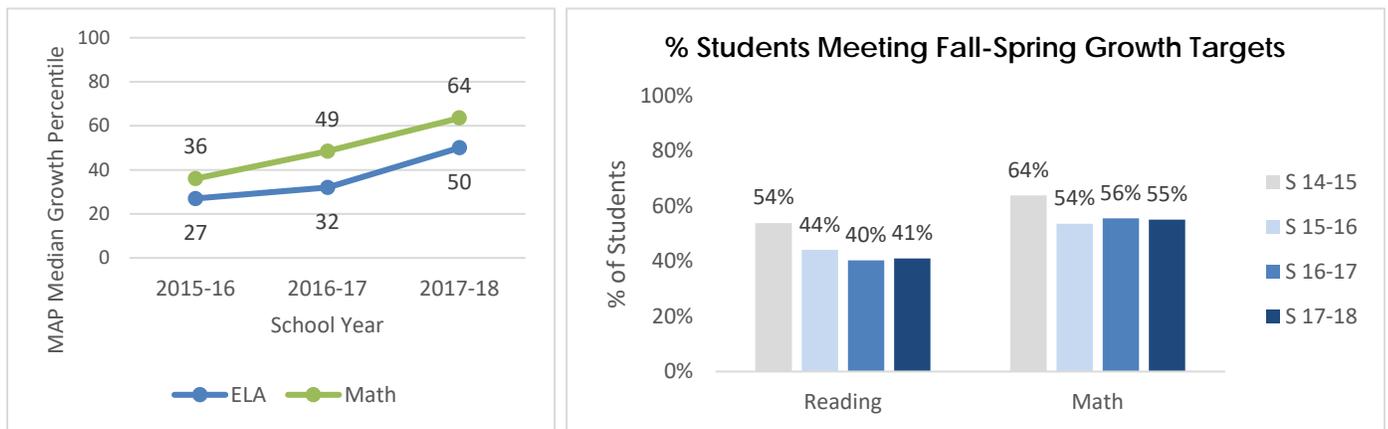
Students who have been at DC Scholars PCS for three or more years **were twice as likely to be on track for college and career readiness in ELA** as students who were new to the school. In math, scholars at the school for three or more years were more than **three times as likely to be on track for college and career readiness in Math** compared with new students.



☆☆ NWEA MAP Growth Results

The NWEA MAP, an assessment measuring student growth, is administered to students in grades K-8th at the beginning, middle, and end of each school year. In SY 2017-18, the percentage of students meeting growth targets, as measured by MAP, was stagnant compared to SY 2016-17. Overall, 41% of students met their growth targets in reading and 55% met their growth targets in math in SY 2017-18. However, there was **dramatic growth in Kindergarten through 2nd grade (K-2) students as the median growth percentile for students in grades K-2 increased for the second consecutive year.** The median growth percentile for K-2 students was 64% in math compared to 36% in SY 2015-16, an increase of 28 points in two school years. Similarly, the median growth percentile for K-2 students in English Language Arts was 50% - a 23-point increase from results in SY 2015-16.

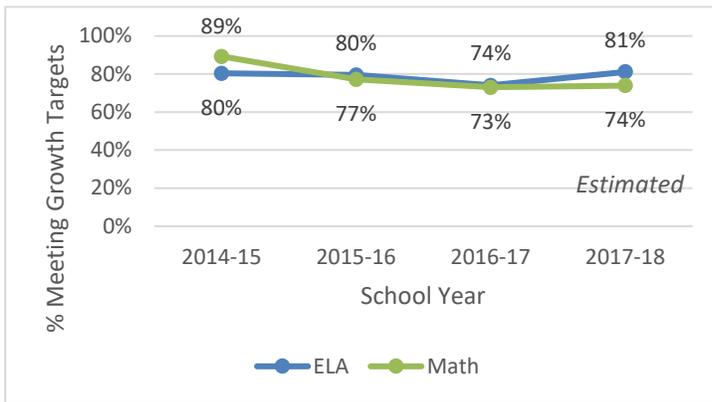
K-2 MAP Growth: Reading & Math



☆☆ Early Childhood: Every Child Ready Results

Every Child Ready is administered to students in pre-school and pre-kindergarten to assess their academic readiness. In SY 2017-18, the percent of students meeting reading growth targets increased 7% to 81%, **the highest level in the past four years.** Math growth remained constant with 74% of students meeting their growth targets in SY 2017-18, but the percentage of students meeting their math growth targets has decreased overall during the past four years.

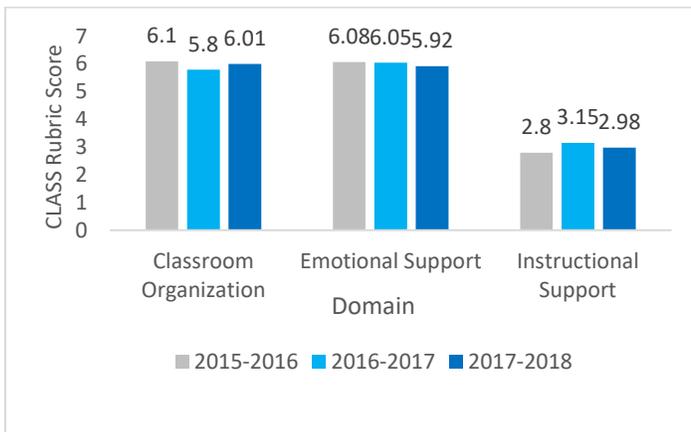
Early Childhood Literacy and Math



☆☆ CLASS Early Childhood Trends

The CLASS observation tool measures teacher and student interactions in pre-school and pre-kindergarten classrooms. DC Scholars Early Childhood teachers increased by 0.3 points in Classroom Organization and decreased slightly by 0.13 points in Emotional Support and 0.17 points in Instructional Support. Our Early Childhood program has received **all or nearly all points possible** for Classroom Organization and Emotional Support for the past three consecutive school years.

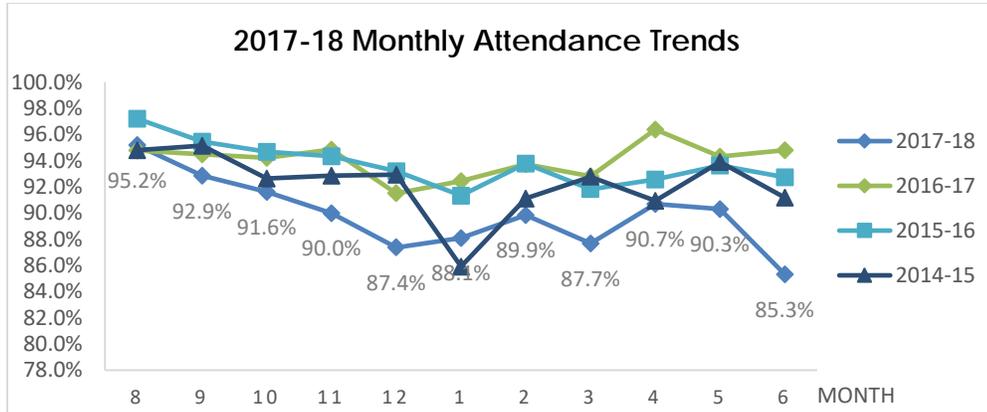
Early Childhood Trends:



☆☆ In-Seat Attendance

In-seat attendance at DC Scholars grew from 92.7% in SY 2015-16 to 94.4% in SY 2016-17. Then, in-seat attendance fell almost 5% from SY 2016-17 to SY 2017-18. DC Scholars average in-seat attendance was 89.7% in SY 2017-18. Our Middle School students, grades 5th – 8th, achieved higher attendance rates than scholars in Elementary with an average in-seat attendance of 92%. While there were several factors that attributed to a decrease in student attendance, some of the decrease was a result of a change in student information systems in June and July 2017. Throughout SY 2017-18, members of our leadership team worked to implement new

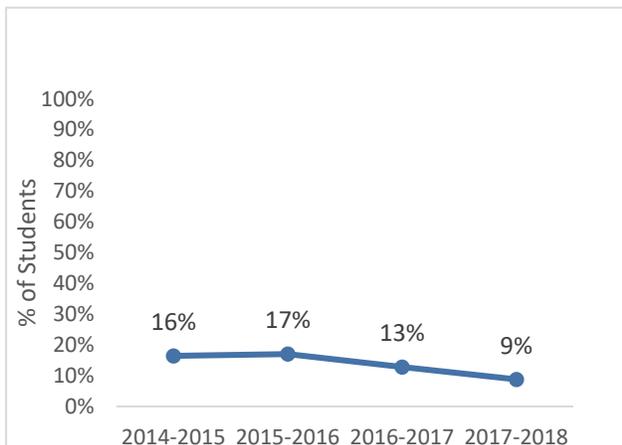
attendance initiatives as well as start SY 2018-19 with strong attendance strategies, partnerships, and plans.



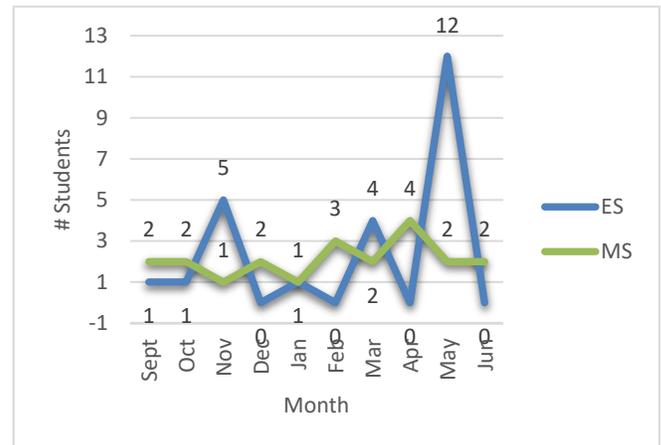
★ Suspension Data

DC Scholars decreased the amount of suspensions by 4% from 13% schoolwide suspension rate in SY 2016-17 to 9% suspension rate in SY 2017-18. **This suspension rate is the lowest it has ever been at DC Scholars.** In addition, only 4% of students in grades PK -4th grade had one or more suspensions throughout the year, and 88% of scholars in Middle School did not receive any suspensions. Several schoolwide shifts that encouraged this overall decrease in student suspensions were stronger emphasis on creating a positive school culture for students and staff in Elementary grades (K-4th) as well as building the capacity and skillset for teachers and leaders for implementing Tier 2 and Tier 3 academic interventions. We believe that equipping our teachers with responsive classroom practices and ensuring that curriculum and instruction at all grades is student-centered, targeted, and rigorous for every scholar reduced the amount of manifestations of Tier 3 and 4 student behaviors and encouraged academic growth.

School-Wide Suspension Rate



2017-18 Monthly Suspension Trend



Unique Accomplishments

Progress in Achieving the Mission

Among the unique accomplishments achieved by DC Scholars staff and students during SY 2017-18, highlights include:

Camp Keewaydin Scholarship: Camp Keewaydin, a sleep-away camp in Maine for boys ages 8-16 with roots tracing back to its founding as a canoe-trip camp, awarded scholarships to one DC Scholars PCS student. The partnership is now in its fourth year.

Community Schools Incentive Initiative Grant: DC Scholars PCS was selected as a recipient of the OSSE Community Schools Incentive Grant to increase community partnerships and community programming at DC Scholars for three school years: 2017-18, 2018-19, 2019-20.

Panelist at 2017 iNACOL Symposium: Middle School Principal Tanesha Dixon was a panelist at the 2017 iNACOL Symposium in Orlando, Florida, discussing the critical need to support blended and personalized learning in our educators.

Partner School with the Bainum Foundation: DC Scholars PCS was selected as a partner school by the Bainum Foundation for SY 2018-19 and began laying the foundation for a strong partnership in June 2018.

Partner School with the Flamboyan Foundation: DC Scholars PCS Middle School (Grades 5th – 8th) was selected as a partner school by the Flamboyan Foundation for SY 2017-18. Our teachers achieved the highest home visit rate among middle schools in Washington, DC with 100% home visit participation.

RestoreDC Technical Assistant Grant: DC Scholars PCS Elementary and Middle School programs were selected as recipients of the OSSE RestoreDC Technical Assistance grant to implement a disciplinary program rooted in the Restorative Justice practices and approaches at DC Scholars for SY 2018-19. This grant will provide technical assistance to school leaders to support the design and dissemination of our disciplinary program.

List of Donors

Donor List	
Source	Amount
Perkins Malo Hunter Foundation	\$90,000.00
Flamboyan Foundation	\$14,154.00
Bainum Family Foundation	\$2,500.00
Claire's Gourmet	\$731.75
Network for Good	\$587.70

Data Report

SY2017-18 Annual Report Data Report

Source	Data Point
PCSB	LEA Name: DC Scholars PCS
PCSB	Campus Name: DC Scholars PCS
PCSB	Ages served: PK3-8
PCSB	Overall Audited Enrollment: 515

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	61	59	66	46	72	49	42	40	20
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED *
Student Count	43	17	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

Source	Data Point
School	Total number of instructional days: 178
PCSB	Suspension Rate: 6.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.11%
PCSB	In-Seat Attendance: 89.7%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 4.3% (22 students) *

Source	Data Point
PCSB	Midyear Entries: 0.0% (0 Students) *
PCSB	Promotion Rate (LEA): 95.8%
PCSB (SY16-17)	College Acceptance Rates: Not applicable
PCSB (SY16-17)	College Admission Test Scores: Not applicable
PCSB (SY16-17)	Graduation Rates: Not applicable

*Note: Unvalidated Midyear Withdrawals and Midyear Entries rates are provided based on examining student movement between 10/6 and 5/31 in SY 2017-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Faculty and Staff Data Points

Source	Data Point
School	Teacher Attrition Rate: 33%
School	Number of Teachers: 46
School	Teacher Salary 1. Average: \$64,188.30 2. Range: a. Minimum: \$44,504.98 Maximum: \$95,008.94

APPENDICES

- A. Staff Roster for SY 2017-18**
- B. Board Roster for SY 2017-18**
- C. Unaudited Year-end 2017-2018 Financial Statement**
- D. Approved SY 2018-19 Budget**
- E. Other: SY 2017-18 TNTP Instructional Rubric**
- F. Other: SY 2017-18 CLASS Rubric**

Appendix A: SY 2017-18 Staff Roster

Name	Position Title	Highest Degree Earned	Start Date
Aava Khajavi	Early Childhood Teacher	Bachelors	8/3/2016
Adrienne Beal	Early Childhood Teacher	Associates	2/7/2018
Alegra Anderson	Behavior Specialist	None	7/1/2014
Alicia Pinkett	Elementary Math Teacher	Bachelors	8/21/2017
Anastasia Parker	ECE Special Education Teacher	Bachelors	7/5/2016
Andrea Smith	Elementary Math Teacher	Masters	8/6/2015
Andrew Barrett	Middle School Math Teacher	Masters	8/2/2017
Angel Christmas	Elementary Teacher	Bachelors	7/5/2016
Anne Gillyard	Elementary Teacher	Masters	8/2/2017
Ashley Dorsey	Special Education Teacher	Masters	8/2/2017
Ashley Lewis-Morosco	Instructional Aide	Masters	8/9/2013
Breonna Rowe	Early Childhood Teacher	Bachelors	8/6/2014
Brittany Love	Instructional Aide	None	9/30/2016
Bruce Holmes	School Counselor	Masters	8/2/2017
Carmella Gonzalez	Operations Coordinator	None	6/19/2017
Chauncey Terrell	Porter	None	8/13/2015
Chelsea Brewer	Middle School Special Education Teacher	Bachelors	8/6/2015
Chimire Owsley	Early Childhood Teacher	Masters	8/15/2012
Christopher Christmas	Middle School ELA Teacher	Masters	8/2/2017
Corene Johnson	Afterschool Coordinator	Bachelors	10/5/2015
Cori Cryer	Middle School Math Teacher	Bachelors	9/30/2016
Daviryne Hall	Middle School Special Education Teacher	Bachelors	8/3/2016
Dennis Jones	Physical Education & Health Teacher	Bachelors	8/2/2017
Desmond Goodloe	Elementary Teacher	Bachelors	8/6/2015
Donice Jackson	Middle School Behavior Specialist	None	8/2/2017
Frankie Lobos	Middle School Instructional Aide	None	8/2/2017
Gwendolyn Majette	Elementary Teacher	Bachelors	8/3/2016
Ilanna Brookins-Jones	Middle School Counselor	Masters	8/2/2017
India Hay	Elementary Teacher	Bachelors	2/13/2017
Jacqueline Mosley	Information Technology and Assessment Coordinator	Masters	12/11/2017
Jade McKenzie	Middle School ELA Teacher	Bachelors	8/2/2017

Name	Position Title	Highest Degree Earned	Start Date
Jahlita Williams	Physical Education/Health Teacher	Associates	3/6/2017
Jamal Robinson	Middle School ELA Teacher	Bachelors	8/2/2017
Jamie Bright	Director of Student Support	Masters	7/20/2015
Ja-Naia Adams	Elementary Teacher	Masters	8/7/2017
Jennifer Boone	Middle School Humanities Teacher	Masters	8/9/2016
Jennifer Speight	Early Childhood Teacher	Bachelors	8/15/2012
Jessica Hiltabidel	Elementary School Principal	Masters	7/5/2017
Jessica Kopas	Elementary Teacher	Masters	8/6/2015
Jonathan Banks	Elementary Teacher	Masters	8/2/2017
Joseph Sawyer	Middle School Math Teacher	Masters	8/2/2017
Julieta Rodriguez	Elementary Special Education Teacher	Bachelors	7/5/2016
Keiana Coombs	Instructional Aide	None	8/3/2016
Kenneth Wright	Director of Student Support	Doctorate	7/1/2016
Khalia Janifer	Early Childhood Teacher	Bachelors	12/1/2016
Kimberly Harris	Elementary ELA Teacher	Bachelors	9/28/2016
Kushtrim Miftari	Elementary Teacher	Masters	7/5/2017
Kyle Jones	Chief of Staff	Masters	6/6/2017
LaTasha Grant	Early Childhood Teacher	Masters	6/26/2017
LaVita DeLoatch	Instructional Aide	None	2/27/2017
Leala Bowens	Elementary Dean of Culture	Masters	8/2/2017
LeAngelo Emperor	Manager of Community Engagement	Bachelors	8/30/2012
Lorraine Jones	Elementary Teacher	Bachelors	8/3/2016
Maura Druhan	Elementary Teacher	Bachelors	12/2/2013
Meaghan Petersack	K-4 ELA Instructional Coach	Masters	7/1/2016
Melanie Seabrooks	Instructional Aide	Bachelors	8/3/2016
Melissa Smith	Elementary Math Teacher	Masters	8/2/2017
Meredith Ives	Elementary Math Teacher	Bachelors	7/7/2014
Michael Brewington	Middle School Dean of Culture	Associates	3/23/2016
Miche'lyn Carter	Operations Assistant	None	2/24/2016
Monica Rajan	Instructional Aide	Bachelors	8/3/2016
Mujihad Muhammed	Dedicated Aide	Bachelors	8/7/2017
Nekeshiea Johnson	Elementary Music Teacher	Bachelors	12/13/2016
Nicole Wiley	Afterschool Coordinator	None	10/7/2013

Name	Position Title	Highest Degree Earned	Start Date
Ondrae Jackson	Special Education Teacher	Masters	8/2/2017
Percy Lamar	Special Education Teacher	Bachelors	8/2/2017
Rashida Bragg	Instructional Aide	None	8/2/2017
Raven Wiley	Instructional Aide	None	10/5/2015
Rebecca Beavers	Elementary Art Teacher	Masters	8/8/2016
Robert Earle	Elementary Special Education Teacher	Bachelors	8/6/2015
Sammy Sanchez	Elementary Teacher	Bachelors	8/2/2017
Sarah Pessagno	K-4 Math Instructional Coach	Masters	8/12/2014
Shar-da Hammett	Special Education Teacher	Bachelors	8/2/2017
Sharneise Jones	Early Childhood Director of Curriculum and Instruction	Bachelors	8/15/2012
Shertoni Pimble	Kitchen Staff: Food Service Aide	None	7/25/2014
Tameka Ricketts	Instructional Aide	None	8/16/2017
Tanisha Dixon	Middle School Director	Masters	7/1/2016
Tiesha Greenleaf	Early Childhood Teacher	Bachelors	8/15/2012
Tiffany Harrison	Operations Coordinator	None	2/23/2015
Tiffany Smith	Middle School Science Teacher	Masters	8/2/2017
Timothy Alston	Elementary Teacher	Masters	8/15/2017
Trametria Iroegbu	Kitchen Manager	None	9/16/2015
Tyrell Hudley	Instructional Aide	None	10/16/2014
Veronica Hopkins	Special Education Teacher	Masters	8/2/2017
Yovon Herder	Dedicated Aide	Bachelors	3/19/2018
Zaria George	Early Childhood Teacher	Masters	8/3/2016

Appendix B: SY 2017-18 Board Roster

Name	DC Resident	Board Position	Date of Appointment	Renewal Date	Expiration of Term
Stephane Carnot	Yes	Finance Committee Member	2/2013	2/2016	2/2019
Andrew Ellenbogen	Yes	Treasurer, Finance Committee Chair	9/2016		9/2019
Michael Jones	Yes	Parent Representative, Governance Committee Member	11/2013	11/2016	11/2019
Peter Kolker	Yes	Committee Member	9/2017		9/2020
Tameka Martin	Yes	Secretary, Parent Representative, School Performance Committee Member	11/2013	11/2016	11/2019
Karen O'Neill	Yes	School Performance Committee Chair	1/2012	1/2015	1/2018
William Sarraille	Yes	Governance Committee Chair	9/2015		9/2018
Janelle Suggs	Yes	Committee Member	9/2017		9/2020
Robert Weinberg	Yes	Board Chair	9/2013	9/2016	9/2019

Appendix C: Unaudited Year-End 2017-18 Financial Statement

Income Statement

DC Scholars

July 2017 through June 2018

Income Statement		Balance Sheet	
	Actual	Assets	Year End
Revenue		Assets	
State and Local Revenue	10,024,925	Current Assets	
Federal Revenue	1,227,264	Cash	2,382,512
Private Grants and Donations	108,817	Accounts Receivable	431,683
Earned Fees	(250,157)	Other Current Assets	1,160,537
Total Revenue	11,110,850	Intercompany Transfers	4,594
Expenses		Total Current Assets	3,979,327
Salaries	5,173,641	Noncurrent Assets	
Benefits and Taxes	1,118,077	Facilities, Net	1,333,584
Contracted Staff	134,426	Operating Fixed Assets, Net	349,995
Staff-Related Costs	70,577	Total Noncurrent Assets	1,683,579
Rent	1,540,414	Total Assets	5,662,906
Occupancy Service	50,678	Liabilities and Equity	
Direct Student Expense	1,257,098	Liabilities and Equity	
Office & Business Expense	1,487,599	Current Liabilities	
Contingency	0	Accounts Payable	185,520
Total Expenses	10,832,510	Other Current Liabilities	196,970
Operating Income	278,340	Accrued Salaries and Benefits	261,356
Extraordinary Expenses		Total Current Liabilities	643,846
Interest	75,156	Equity	
Depreciation and Amortization	234,185	Unrestricted Net Assets	3,509,061
Total Extraordinary Expenses	309,341	Net Income	(31,001)
Net Income	(31,001)	Temporarily Restricted Net Assets	8,946
		Total Equity	3,487,006
		Long-Term Liabilities	
		Other Long-Term Liabilities	48,945
		Senior Debt	1,483,108
		Total Long-Term Liabilities	1,532,053
		Total Liabilities and Equity	5,662,906

Appendix D: Approved SY 2018-19 Budget

DC Scholars Public Charter School 2018-19 Approved Budget

Income Statement		SY18-19
Event		-
Revenue		
State and Local Revenue		10,644,896
Federal Revenue		823,276
Private Grants and Donations		237,000
Earned Fees		(304,973)
Donated Revenue		-
Total Revenue		11,400,199
Operating Expense		
Salaries		5,327,047
Benefits and Taxes		1,251,195
Contracted Staff		239,356
Staff-Related Costs		63,371
Rent		1,658,162
Occupancy Service		68,705
Direct Student Expense		1,316,814
Office & Business Expense		1,557,811
Donated Expense		-
Contingency		-
Total Operating Expense		11,482,460
Net Operating Income		(82,261)
Interest, Depreciation		
Depreciation and Amortization		301,351
Interest		67,418
Total Expenses		11,851,229
Net Income		(451,031)

TNTP CORE TEACHING RUBRIC

A TOOL FOR CONDUCTING COMMON CORE-ALIGNED CLASSROOM OBSERVATIONS

Thank you for your interest in the TNTP Core Teaching Rubric! TNTP Core describes excellent instruction aligned to the Common Core and provides a common language to articulate what it looks like in practice. Even in schools and districts not adopting Common Core standards, this short but comprehensive tool trains the user to focus on the essential components of instruction that can be identified in a classroom observation. By rating only four performance areas, TNTP Core allows observers and teachers to [focus on feedback and development](#). It is not a comprehensive evaluation system, but should be one of [multiple measures of performance](#). Schools are encouraged to pilot this rubric and customize the language to fit local context. Consider the following guidance:

- To maintain focus, we don't recommend adding more than one additional performance area.
- The current selection of teacher actions and skills was developed based on TNTP's experience training and developing teachers. Be flexible in adding and adjusting the Core Teacher Skills and encourage observers and teachers to create their own additions in the field. After observers and teachers agree on a Core Teacher Skill to focus on, they should then discuss and agree on the specific and bite-sized action that the teacher will take within the next week.
- We reserve the Skillful rating for teachers demonstrating truly exceptional practice. A teacher rated Skillful is meeting all performance expectations. Skillful descriptors are based on teachers who have won our national Fishman Prize for Superlative Classroom Practice.

Even the best rubric will fail to help teachers develop if it is not implemented with care. Thoughtful introduction and deliberate training with ongoing practice will ensure that all stakeholders share an understanding of the rubric's meaning and use. Principals, coaches and teachers should also be well trained on the rubric and its use and have opportunities to practice observing instruction together to ensure consistent, accurate ratings. Take what you learn from a pilot to inform ongoing training and norming. And please tell us what you learn at info@tntp.org.

The TNTP Core Teaching Rubric is used to describe and assess teacher performance across four performance areas:

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students working with content aligned to the appropriate standards for their subject and grade?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?

Each performance area has three components:

1. **Essential Question:** The core question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes."
2. **Descriptor Language:** Descriptions of each performance area are used to differentiate five levels of performance: Skillful, Proficient, Developing, Minimally Effective and Ineffective. The TNTP Core Teaching Rubric uses descriptors that focus primarily on student actions and responses.
3. **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each performance area. After observing and rating a lesson, we recommend that you select or identify one or two Core Teacher Skills to prioritize for the next development cycle.

When observers use the TNTP Core Teaching Rubric, they select the rating where the combination of descriptors most closely describes the observed performance, using a preponderance of evidence for each performance area. Observers do not rate the teacher on Core Teacher Skills; those are included only for coaching and development purposes. The Core Teacher Skills can help an observer narrow in on development areas based on ratings in performance areas and guide conversations about specific strategies teachers can use to develop and grow.

The TNTP Core Teaching Rubric and all associated materials for download are licensed under a [Creative Commons Attribution-Noncommercial 4.0 International License](#). Under the terms of this Creative Commons license, you are free to use and modify the TNTP Core Teaching Rubric and associated materials at no cost. Modified works must be attributed to TNTP; for example, "This rubric was adapted from the TNTP Core Teaching Rubric (CC BY-NC 4.0)."



CULTURE OF LEARNING

Are all students engaged in the work of the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>

Core Teacher Skills

Maintaining High Behavior Expectations

- Providing specific, concrete, sequential, and observable directions for behavior and academics.
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum.
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior.
- Using voice and presence to maintain authority and convey caring for students.
- Investing time in knowing individual students and in forming relationships to best support their learning.
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students.

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons.
- Using efficient routines and procedures.
- Responding to student requests without interrupting instruction.
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson.



ESSENTIAL CONTENT

Are all students working with content aligned to the appropriate standards for their subject and grade?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>All descriptors for Level 4 are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

Core Teacher Skills

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course.
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson.
- Delivering lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students.
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course.
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards.
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals.
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
- Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.

Note to observers: When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.



ACADEMIC OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work.</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

Core Teacher Skills

Maintaining High Academic Expectations

- Promoting the persistence of students to get correct, defended responses.
- Using an appropriate tone when responding to student answers.
- Requiring that students use complete sentences, correct grammar and academic language.

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson.
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking.
- Providing opportunities for students to respond to and build on their peers' ideas.
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills.

DEMONSTRATION OF LEARNING Do all students demonstrate that they are learning?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p>

Core Teacher Skills

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s).
- Using explanations of content that are clear, coherent and support student understanding of content.
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support.

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g., during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson).
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards.

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective and clarifies misunderstood content.
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding.

Note to observers: Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling.





Appendix F: SY 2017-18 CLASS Rubric

CLASS-Aligned Early Childhood Classroom Observation Rubric

School Year 2016-17

Domain 1 Emotional Support					
Dimensions	1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Positive Climate <ul style="list-style-type: none"> Relationships Positive Affect Positive Communication Respect 	All interactions between the teacher and students are cold, disrespectful and/or disingenuous.	Few interactions between the teacher and students demonstrate warmth, respect and enjoyment between the teacher and students.	Some interactions between the teacher and students demonstrate warmth, respect and enjoyment.	All, or almost all, interactions between the teacher and students demonstrate warmth, respect and enjoyment.	All descriptors of Level 4 are met and interactions among students consistently demonstrate warmth, respect and enjoyment.
Negative Climate <ul style="list-style-type: none"> Negative Affect Punitive Control Sarcasm and Disrespect Severe Negativity 	There are instances of strong expressed negativity by the teacher or students.	There are some instances of mild expressed negativity by teachers or students.	There are few instances of mild expressed negativity by teachers or students.	There are no instances of mild expressed negativity by teachers. Instances of expressed negativity by students are rare and brief.	There are no instances of expressed negativity by teachers or students.
Teacher Sensitivity <ul style="list-style-type: none"> Awareness Responsiveness Addresses Problems Student Comfort 	The teacher is consistently unaware of and unresponsive to students' academic and emotional needs. The teacher makes no attempts to support students and does not help students resolve problems.	The teacher rarely notices when students need academic or emotional assistance and he/she provides the same type and level of support (i.e. comfort, assistance, reassurance or acceptance) to all students regardless of their individual needs. Most problems reoccur and require additional assistance.	The teacher sometimes notices when students need academic or emotional assistance but inconsistently matches his/her support (i.e. comfort, assistance, reassurance or acceptance) to the needs and abilities of students. Some problems are resolved quickly and effectively while others reoccur and require additional assistance.	The teacher consistently notices when students need academic or emotional assistance and always matches his/her support (i.e. comfort, assistance, reassurance or acceptance) to their needs and abilities. Most problems are resolved quickly and effectively and do not require additional assistance.	All descriptors of Level 4 are met and at least one of the following descriptors are also met: There is evidence that the teacher anticipates problems and plans accordingly. Most students spontaneously and comfortably take academic and emotional risks in the classroom.
Regard for Student Perspectives <ul style="list-style-type: none"> Flexibility and Student Focus Support for Autonomy and Leadership Student Expression Restriction of Movement 	The teacher leads and controls all aspects of classroom activities and interactions. There are no opportunities for student autonomy, leadership and expression.	The teacher is rigid during most activities and interactions, rarely going along with students' ideas and providing few opportunities for student autonomy, leadership and expression.	The teacher is flexible during some activities and interactions, going along with students' ideas and providing some opportunities for student autonomy, leadership and expression.	The teacher is flexible during most activities and interactions, going along with students' ideas and providing many opportunities for student autonomy, leadership and expression.	All descriptor of Level 4 are met and there is evidence that the teacher has planned and organized instruction around students' interests their points of view.



CLASS-Aligned Early Childhood Classroom Observation Rubric

School Year 2016-17

Domain 2 Classroom Organization					
Dimensions	1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Behavior Management <ul style="list-style-type: none"> • Clear Behavior Expectations • Proactive • Redirection of Misbehavior • Student Behavior 	Rules and expectations are absent. The teacher does not monitor behavior and redirections are reactive and ineffective. As a result, misbehaviors frequently escalate and there are significant disruptions in learning.	The teacher states rules and expectations but they are unclear and inconsistently monitored and reinforced. Redirections are ineffective and mostly lead to escalations in misbehavior or mild disruptions in learning.	The teacher clearly states but inconsistently monitors and enforces rules and behavior expectations. Some redirections are effective while others lead to minor escalation of the misbehavior or a brief disruption in learning.	The teacher clearly states, proactively monitors and consistently enforces rules and behavior expectations. The teacher effectively redirects misbehaviors and there are no disruptions in learning.	There is evidence that rules and expectations have been so clearly and consistently enforced that teachers do not take time away from learning to manage behavior. There are no disruptive student behaviors in the classroom.
Productivity <ul style="list-style-type: none"> • Maximizing learning time • Routines • Transitions • Preparation 	The teacher does not manage instructional time and students are rarely, if ever, engaged in learning activities. The teacher is not prepared for lessons and activities.	The teacher ineffectively manages instructional time and routines (including transitions) so that students spend little time engaging in learning activities and spend most of their time idling or transitioning between activities. The teacher is not prepared and spends learning time gathering materials for lessons and activities.	The teacher manages some instructional time and routines (including transitions) so that students are mostly engaged in learning activities but there is still some idle time for students when they are waiting or transitioning between activities. The teacher is somewhat prepared for lessons and activities.	The teacher effectively manages instructional time and routines (including transitions) so that students spend most, if not all, of their time engaged in learning activities. No time is lost idling, preparing for lessons or spent in lengthy transitions.	The classroom resembles a “well-oiled machine” where the teacher and students interact with purpose and move efficiently from one activity to the next. It is difficult to find a moment not dedicated to learning.
Instructional Learning Formats <ul style="list-style-type: none"> • Effective Facilitation • Variety of Modalities and Materials • Student Interest • Clarity of Learning Objectives 	The teacher’s involvement discourages students’ interest and involvement in lessons and activities. Students do not participate in the lessons and activities offered by the teacher.	The teacher does not actively facilitate lessons and activities using a variety of modalities and materials. Learning objectives are unclear and students do not willingly participate in the activities.	The teacher attempts to actively facilitate activities and lessons using multiple modalities or materials. Learning objectives are somewhat clear but students inconsistently participate in the activities.	The teacher actively facilitates lessons and activities using multiple modalities and materials. Learning objectives are clear and students consistently and enthusiastically participate in the activities.	All descriptors of Level 4 are met and the students can articulate the learning objective or purpose of the lesson/activity in their own words.



CLASS-Aligned Early Childhood Classroom Observation Rubric

School Year 2016-17

Domain 3 Instructional Support					
Dimensions	1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Concept Development <ul style="list-style-type: none"> Analysis and Reasoning Creating Integration Connections to the Real World 	The teacher makes no attempt to develop students' understanding of ideas and concepts. All interactions are focused only on getting students to remember and repeat facts and practice basic skills in limited ways. Activities are not related to students' actual lives and are presented in a disjointed way.	The teacher rarely uses discussions and activities to promote students' understanding of ideas and concepts. Most interactions are focused on getting students to remember and repeat facts and practice basic skills in limited ways. Activities may be related to each other and to students' actual lives but those connections go unnoticed.	The teacher occasionally uses discussions and activities to promote students' understanding of ideas and concepts. Some interactions provide opportunities for students to generate their own ideas and products. The teacher sometimes links concepts and activities to one another, previous learning and students' actual lives.	The teacher often uses discussions and activities to promote students' understanding of ideas and concepts. Most, if not all, interactions provide opportunities for students to generate their own ideas and products. The teacher consistently links concepts and activities to one another, previous learning and students' actual lives.	All descriptors of Level 4 are met and the students independently articulate the links between concepts and activities across learning experiences and to their own lives.
Quality of Feedback <ul style="list-style-type: none"> Scaffolding Feedback Loops Prompting Thought Processes Providing Information Encouragement and Affirmation 	The teacher ignores or dismisses problems in students understanding and does not engage in back-and-forth exchanges with students to prompt thought processes or provide additional information. The teacher does not offer encouragement or affirmation.	The teacher rarely engages in back-and-forth exchanges to provide scaffolding or to prompt students to explain their thinking. The teacher rarely provides additional information to expand students' understanding or affirmations to encourage their persistence.	The teacher inconsistently engages in back-and-forth exchanges to provide scaffolding or to prompt students to explain their thinking. The teacher sometimes provides additional information to expand students' understanding or affirmations to encourage their persistence.	The teacher frequently engages in back-and-forth exchanges to provide scaffolding and to prompt students to explain their thinking. The teacher often provides additional information to expand students' understanding and affirmations to encourage their persistence.	There are no missed opportunities to engage in back-and-forth exchanges to provide highly-individualized feedback to students. The teacher always provides additional information to expand students' understanding and affirmations to encourage their persistence.
Language Modeling <ul style="list-style-type: none"> Frequent Conversations Open-ended Questions Repetition and Extension Self-and Parallel Talk Advanced Language 	The teacher never engages in conversations with students and discourages conversations between students. Most, if not all, of the teacher's utterances are directive in nature and he/she uses a very limited vocabulary.	The teacher rarely engages in conversations with students using a variety of words. The majority of his/her questions are closed-ended and he/she rarely repeats or extends the students' responses. The teacher rarely maps actions through language and description.	The teacher sometimes engages in conversations with students using a variety of words. The teacher asks a mix of questions and sometimes repeats or extends the students' responses. The teacher occasionally maps actions through language and description.	The teacher frequently engages in conversations using a variety of words. The teacher consistently repeats or extends student responses to his/her frequent open-ended questions. He/she consistently maps actions through language and description.	All descriptors of Level 4 are met and students independently engage in conversations with each other using a variety of words.