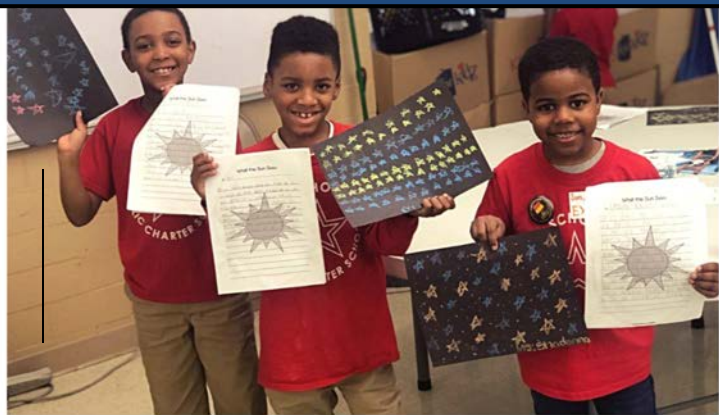# DC Scholars PCS Annual Report

School Year 2018-19

Under Leadership of:

Nicole Bryan,
Interim Head of School

Jessica Hiltabidel,
ES Director (PK3 – 4th)

Tanesha Dixon,
MS Director (5th – 8th)

Bob Weinberg,
Board Chair

Scholars Today,

Leaders Tomorrow.

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Table of Contents

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

DC Scholars Public Charter School (DC Scholars PCS) operates with an academic framework built around pillars that lead to academic success: strong student and staff culture, effective instructional practices and integrity of implementation of curriculum, teacher development, and student intervention. These pillars encompass what occurs within our school to drive results. Under the leadership of our Interim Head of School, Nicole Bryan, in SY 2018-19, DC Scholars PCS sought to improve student and adult culture, ensure curriculum implementation and aligned instructional practices schoolwide, and increase opportunities for teacher development to accelerate student outcomes.

✯✯ 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 our student culture are the four PATH values (Prepared/Professional, Attentive, Thoughtful and Hardworking), and these values are reinforced during teacher interactions with students. We believe these values are not only behavioral expectations but also academic habits of mind that will support the lifelong growth of our scholars.

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 through 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 2018-19, 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 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 2018-19, K-4th grade teachers implemented a Responsive Classroom type Morning Meeting. These meetings emphasize the role of each student to participate in and experience a sense of belonging and fun in their classroom community. DC Scholars PCS 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.

   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 or PATH values are not exemplified. In addition, Class Dojo is a method of parent communication and connection to classroom learning, as well as positive reinforcement of the PATH values.

3) **Strong Staff Culture:** At DC Scholars PCS, there is a School Director for each division (Elementary and Middle) and division-specific leadership teams. Due to our school size and mid-sized instructional staff roster, our leaders prioritized providing clear and consistent communication to staff, students and families in school year 2018-19. We believe clear, consistent communication helps cultivate a trusting culture and supports high standards for student and adult performance. This school year, School Directors also focused on establishing a culture of accountability for staff by recognizing and celebrating individual and team accomplishments as well providing feedback and support when needed.

✨ Effective Instructional Practices

DC Scholars PCS incorporates core instructional practices designed to quickly move students up to grade level proficiency. These practices include 1) Curriculum Implementation 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 grade use comprehensive English Language Arts curricula designed by Expeditionary Learning Education; teachers in 5th – 8th grade use rigorous EngageNY modules for English Language Arts. To further support writing and language development, teachers use No Red Ink, NewsELA, EdCite, and Common Lit for English Language Arts interventions. All 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, Houghton Mifflin Do The 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 hours per day. All scholars receive targeted phonics instruction, guided reading, and small group math lessons. In SY 2018-19, middle school students in grades 5th – 8th had 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, Science, PE, and African drumming classes.

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] DC Scholars PCS' 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.

⁂ Practical, Tactical Differentiation for Student Interventions

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
  - PARCC | Grades 3-8 | Math & Literacy Summative Assessment

  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 Interim Head of School, 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 2018-19, the

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

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 2018-19, 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 on an on-going basis using the previous year's state and nationally normed tests, BOY and MOY data, prior teacher recommendations, and unit test performance. 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 2018-19, DC Scholars PCS continued to utilize an increased amount of technology and blended learning instruction from the 2017-18 school year. All K-4th grade spend 15 - 20 minutes daily using Lexia, ST MATH, or iReady, computer-based tools that support leveled learning. DC Scholars PCS purchased Chromebooks for all 5th – 8th grade scholars to practice foundational skills in math and reading using the following programs: Conceptual Math, ST Math, iReady, Lexia, System44, and Discovery Education, for 20-30 minutes a day during intervention block. These programs allowed teachers to further monitor and assess student progress on grade level standards.

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 2018-19, 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.

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. *A 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.

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 four major components:

- *Building Trusting & Authentic Relationships* – Relationships are the foundation of family engagement. Teachers at DC Scholars PCS schedule home or community visits with students and their guardians at the start of the school year. These visits give teachers an opportunity to establish an authentic relationship with the student, get to know family outside of school, and engage in an authentic conversation about hopes, dreams, and expectations for their scholars.
- *On-Going Communication* – DC Scholars PCS prioritizes two-way communication with families to ensure dialogue is effective and provides accessible, understandable, and actionable information. DC Scholars PCS staff use Class Dojo to facilitate this two-way communication with families about class assignments, lessons, and homework support. DC Scholars PCS also provides parents with weekly data about their scholar's academic, behavior, and attendance progress in an easily understandable, meaningful, and actionable form.
- *Collaborative Activities with Families* – Our family engagement activities empower and educate parents to support DC Scholars PCS with the academic, social, and emotional development of their children. The DC Scholars PCS Family Engagement Leadership Team (FELT) plans activities that intentionally provide ideas and strategies to families to help their students at home with homework and other curriculum-related activities.
- *Community Resources and Family Support* – DC Scholars PCS Community Manager identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.

DC Scholars PCS engages all stakeholders, namely families, community organizations, and resources, in a scholar's success through numerous strategies and events, including:

- Individualized home or community visits
- Family orientation meetings for new and returning families
- Evening academic events for families to interact with teachers, leaders, and school partners, including Open Houses, Academic Nights, and Academic Conferences
- School-wide assemblies and Honors Breakfast gatherings
- Focus groups and feedback forums, such as Parent Action Breakfast, Interim Head of School Meet and Greets, and groups for mothers or fathers (e.g. Muffins for Moms, Donuts for Dads)
- Partner fairs and events with external community organizations such as Joyful Market with Martha's Table.

To further involve parents and families, DC Scholars PCS Middle School teachers and staff partnered with the Flamboyan Foundation in SY 2017-18 and SY 2018-19. The Flamboyan 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 Flamboyan Foundation, DC Scholars PCS also created a Family Engagement Leadership Team (FELT), including teachers and staff. The FELT 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 partner with a variety of community-based organizations. We began a new partnership with Reading Partners to provide individualized reading instruction to 1st– 3rd grade scholars slightly behind grade level. The partnership provided tutoring to 37 scholars. DC Scholars continued a partnership with Martha's Table and hosted monthly Joyful Markets that provide an opportunity for students and their parents to shop for no-cost fresh produce at the school. We began a partnership with Love and Carrots to maintain a community garden dedicated to a student lost in the community. In November, our team hosted our annual "Feast of Thanks" program, which included outdoor games and a petting zoo for families to fellowship with one another, school leaders, staff, and community partners. In efforts to increase experiential learning, we increased our partnership with North Bay Science Camp to provide a field trip opportunity for our 5th grade students to travel to an outdoor overnight camp that focuses on hands-on experiential learning experiences with science and other STEM related activities. In these efforts, DC Scholars PCS solidified a partnership with Washington Tennis Educational Center to provide no-cost tennis instruction to scholars. In addition, DC Scholars PCS gymnasium was also utilized by the local Advisory Neighborhood Commission (ANC) 7E07 for its monthly community business meetings as well as by the Office of the Deputy Mayor for Planning and Economic Development for its Fletcher Johnson Community Feedback meetings. Members of the DC Scholars PCS Operations team

participated in and presented at several ANC meetings to gather community input for governance structure changes at the conclusion of SY 2018-19.

I. 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 2018-19, 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. To improve our students' readiness for college and careers, DC Scholars changed its coaching model for SY 2019-20 to increase opportunities for teacher and leader growth and to ensure that our team is getting better faster for students. The coaching model shifts will provide frequent and consistent coaching opportunities for all teachers within the school. DC Scholars also improved its structures for teacher development to include weekly content team meetings, weekly culture meetings, weekly grade level team meetings and monthly all-day Professional Development opportunities for teachers. The addition of a Director of Culture and Family Engagement as well as a Director of Academic Support now allows the school to benefit from consistent and aligned support for both culture and academics, which we believe will have a solid impact on teacher development and student achievement.

In SY 2018-19, 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 and Middle school 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. Additionally, DC Scholars Middle School teachers implemented systematic family engagement strategies for all students. Our Middle School teachers and families achieved 98% home visits and 98% 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 and take ownership for their progress. These remarkable participation rates demonstrate how our staff cultivated relationships as well as their eagerness to ensure students have the foundation of life skills to become productive members of their community.

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 2018-19. DC Scholars also reviews CLASS instructional support, in-seat attendance, and suspension rates to ensure we are meeting our schoolwide goals.

⚝ PARCC Results Summary

In SY 2018-19, DC Scholars PCS saw a similar result in the percentage of students achieving a Level 4 or above in English Language Arts, or meeting or exceeding expectations, compared to SY 2017-18. In math, the percent of students achieving Level 4 or above decreased by 12.3% from SY 2018-19 to SY 2017-18.

DC Scholars PCS PARCC Results from SY 2017-18 to SY 2018-19
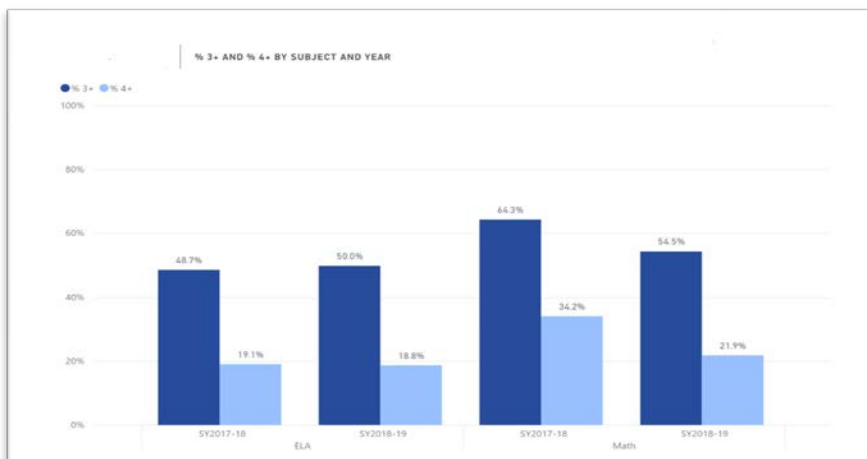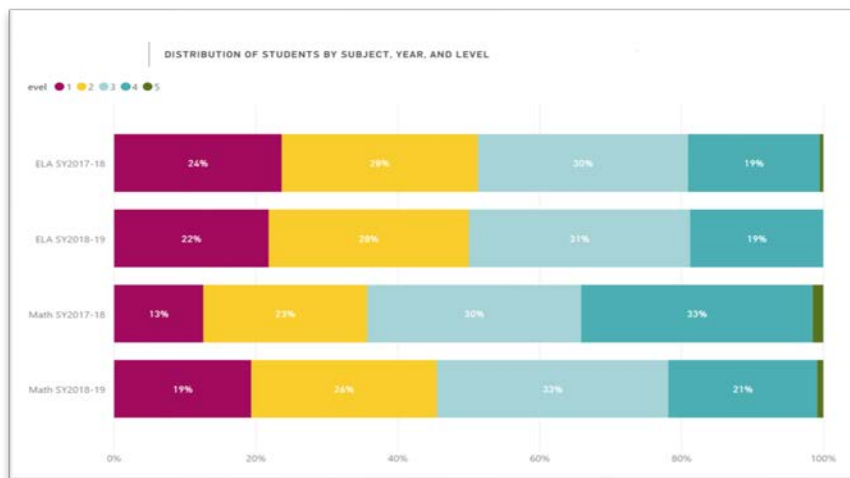
✯ NWEA MAP Growth Results

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 2018-19, the percentage of students meeting growth targets, as measured by MAP, was stagnant in reading and a decrease occurred for students meeting growth target in math compared to SY 2017-18 and SY 2016-17. Overall, 47% of students met their growth targets in reading and 56% met their growth targets in math in SY 2018-19.

K-2 MAP Growth: Reading & Math
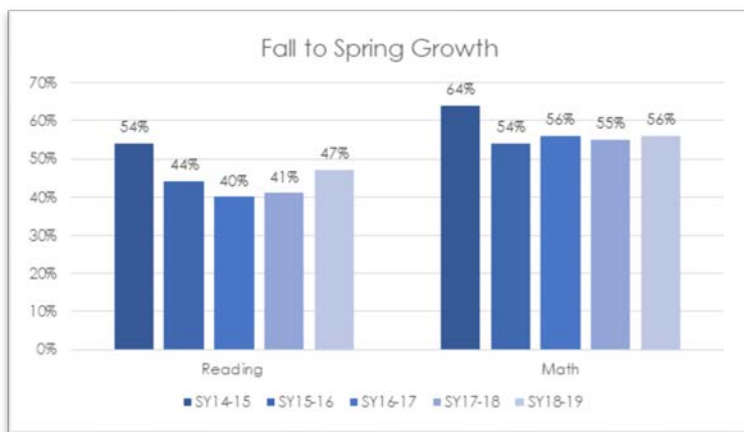
✯ Early Childhood: Every Child Ready Results

Every Child Ready is administered to students in pre-school and pre-kindergarten to assess their academic readiness. In SY 2018-19, the percent of pre-kindergarten students on track and accelerated in math increased to 78% from 70% at beginning of the school year. Also, the percentage of students who needed math instruction intervention decreased from 30% to 22% from the beginning to end of the year. By the conclusion of SY 2018-19, 81% of pre-kindergarten students were on-track or accelerated in their letters and writing, a 16% increase from 65% at the beginning of SY 2018-19. In addition, only 23% of students needed additional intervention for literacy at the end of school year.

Early Childhood Literacy and Math
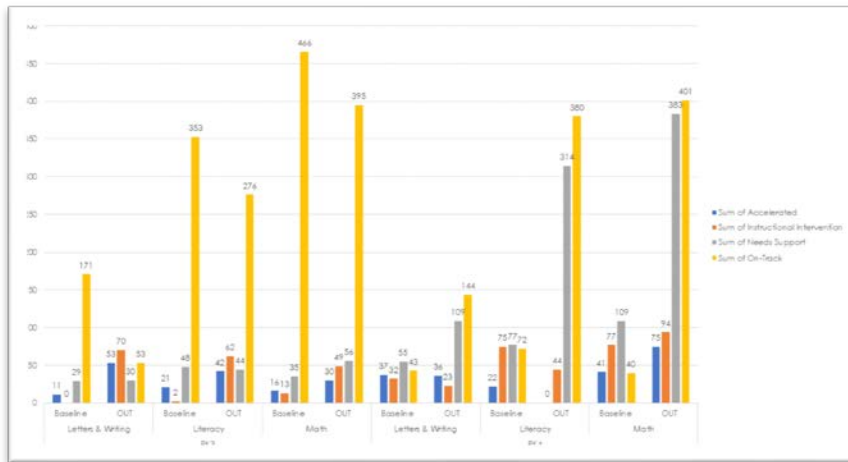
⚛ CLASS Early Childhood Trends

The CLASS observation tool measures teacher and student interactions in pre-school and pre-kindergarten classrooms. 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:
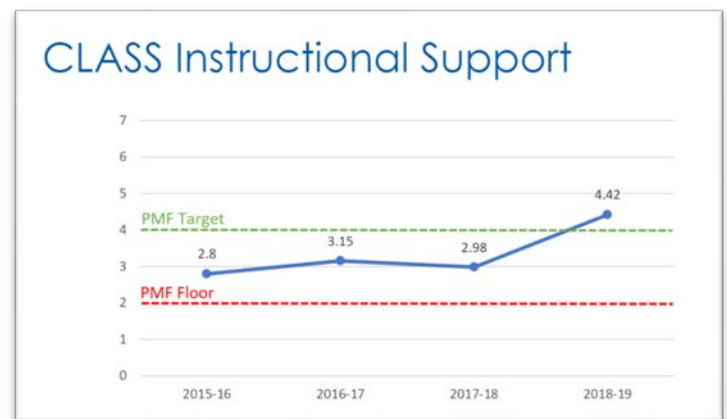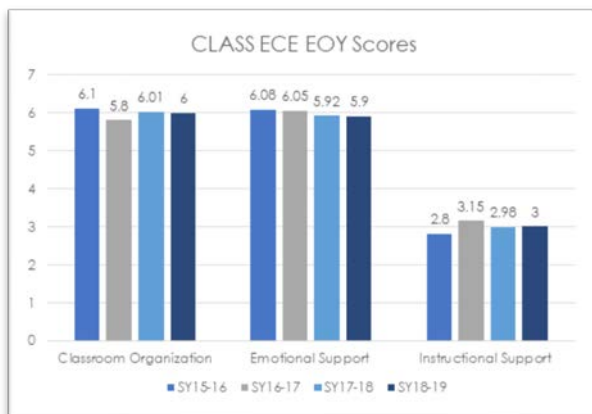
In-Seat Attendance

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% in SY 2017-18, to an average in-seat attendance of 89.7%. In SY 2018-19, we increased in-seat attendance back to 92.3%, a 2.6% increase. Throughout SY 2018-19, members of our leadership team worked to implement attendance initiatives and regularly review student attendance data. We had especially strong attendance in 1st and 3rd grade in SY 2018-19.

SY 2018-19 In-Seat Attendance by Grade Level

	ISA% YTD
PS	91.44%
PK	91.14%
K	92.14%
1st	93.60%
2nd	90.49%
3rd	94.39%
4th	92.32%
5th	91.83%
6th	92.65%
7th	92.01%
8th	92.13%
TOTAL	**92.32%**

✿ Suspension Data

The schoolwide suspension rate at DC Scholars increased from 9% in SY2017-18 to 13% in SY 2018-19.

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.
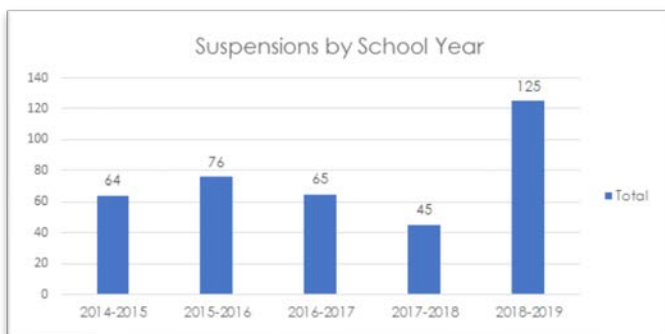
School-Wide Suspension Rate   **Monthly Suspension Rate**
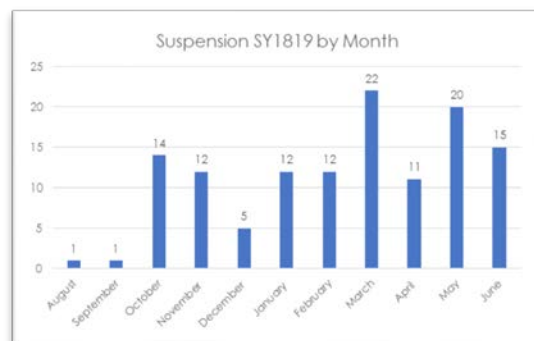
Unique Accomplishments

Progress in Achieving the Mission

Among the unique accomplishments achieved by DC Scholars staff and students during SY 2018-19, highlights include:

- **Community Schools Incentive Initiative Grant:** DC Scholars PCS received a continuation grant award of the OSSE Community Schools Incentive Grant to increase community partnerships and community programming at DC Scholars for 2018-19.
- **Partner School with the Bainum Foundation:** DC Scholars PCS was selected as a partner school by the Bainum Foundation for SY 2018-19 and laid a strong foundation for technical assistance in SY 2019-20.
- **Partner School with the Flamboyan Foundation:** DC Scholars PCS Middle School (Grades 5th – 8th) remained a partner school by the Flamboyan Foundation for SY 2018-19.
- **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 provided technical assistance to school leaders to support the design and dissemination of our disciplinary program.

List of Donors

Donor List	
Source	**Amount**
DC Scholars Community Schools	$180,000.00
Perkins Malo Hunter Foundation	$45,000.00
Robert Weinberg	$30,000.00
Bainum Family Foundation	$18,864.56
Flamboyan Foundation	$16,646.75
Greater Washington Community Foundation	$5,000.00
Albert and Lilian Small Foundation	$500.00

Data Report

SY2018-19 Annual Report Data Report

GENERAL INFORMATION

Source	Data Point
PCSB	**LEA Name:** DC Scholars PCS
PCSB	**Campus Name:** DC Scholars PCS
PCSB	**Ages served:** PK3-8
PCSB	**Overall Audited Enrollment:** 543

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	57	64	64	66	49	51	45	42	44
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	23	38	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:** 181
PCSB	**Suspension Rate:** 13.1%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.21%
PCSB	**In-Seat Attendance:** 92.3%
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.)**

STUDENT DATA POINTS	
Source	**Data Point**
PCSB	**Midyear Withdrawals:** 1.5% (8 students) *
PCSB	**Midyear Entries:** 0.0% (0 Students) *
PCSB	**Promotion Rate (LEA):** 97.1%
PCSB (SY17-18)	**College Acceptance Rates:** Not applicable
PCSB (SY17-18)	**College Admission Test Scores:** Not applicable
PCSB (SY17-18)	**Graduation Rates:** Not applicable

TEACHER/ADMIN DATA POINTS

Source	Data Point
School	**Teacher Attrition Rate:** 35%
School	**Number of Teachers:** 46
School	**Teacher Salary** 1. Average: $63,211.00 2. Range: a. Minimum: $41,956 Maximum: $86,122
School	**Executive Compensation:** • Interim Head of School: $228,183.33 (Contractor) • Middle School Director: $115,080.00 • Elementary School Director: $108,915.00

APPENDICES

A. Staff Roster for SY 2018-19
B. Board Roster for SY 2018-19
C. Unaudited Year-end 2018-2019 Financial Statement
D. Approved SY 2019-20 Budget
E. Other: SY 2018-19 TNTP Instructional Rubric
F. Other: SY 2018-19 CLASS Rubric

Appendix A: SY 2018-19 Staff Roster

Name	Position Title	Highest Degree Earned	Start Date
Adrienne Beal	Early Childhood Teacher	Bachelors	2/7/2018
Alegra Anderson	Behavior Technician	None	7/1/2014
Alicia Pinkett	Elementary Math Teacher	Bachelors	8/21/2017
Amber Cumberbatch	Teacher Assistant	Bachelors	8/9/2018
Angel Christmas	Elementary Teacher	Masters	7/5/2016
Ashle' Tate	Teacher Assistant	Bachelors	2/4/2019
Ashley Dorsey	Special Education Teacher	Masters	8/2/2017
Ashley Lewis-Morosco	Teacher Assistant	None	8/9/2013
Brandy Rodgers	Floor Dean	Masters	7/17/2018
Breonna Rowe	Early Childhood Teacher	Bachelors	8/6/2014
Brittany Love	Teacher Assistant	None	9/30/2016
Bruce Holmes	School Counselor	Masters	8/2/2017
Carmella Gonzalez	Operations Coordinator	None	6/19/2017
Casey Bryant	Teacher Assistant	None	8/29/2016
Chauncey Terrell	Building Porter	None	8/13/2015
Chelsea Brewer	Middle School ELA Instructional Coach	Masters	8/6/2015
Chimire Owsley	Early Childhood Teacher	Masters	8/15/2012
Cori Cryer	Middle School Math Instructional Coach	Bachelors	9/30/2016
Danielle Harris	Special Education Teacher	Masters	8/3/2018
Danyelle Smith	Special Education Teacher	Bachelors	8/3/2018
Dennis Jones	Physical Education & Health Teacher	Bachelors	8/2/2017
Desmond Goodloe	Elementary Teacher	Masters	8/6/2015
Destine Davis	Afterschool Coordinator	None	8/29/2016
Diamond Young	Afterschool Coordinator	None	8/29/2016
Ezekiel Leeds	Special Education Teacher	Masters	8/3/2018
Gregory Eubanks	Afterschool Coordinator	None	8/31/2018
Gwendolyn Majette	Elementary Teacher	Bachelors	8/3/2016
Herbert Murray	Afterschool Coordinator	None	9/5/2018
Ilanna Brookins-Jones	Middle School Counselor	Masters	8/2/2017
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	Bachelors	3/6/2017
Jamie Bright	Special Education Support & Compliance Specialist	Masters	7/20/2015
Ja-Naia Adams	Elementary Teacher	Masters	8/7/2017
Jason McNeil	Math Teacher	Masters	8/3/2018
Jenina Johnson	Teacher Assistant	None	8/31/2018
Jennifer Boone	Middle School Humanities Teacher	Bachelors	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
Jessica Simmons	Elementary Teacher	Bachelors	8/3/2018
Joseph Sawyer	Middle School Math Teacher	Masters	8/7/2017
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
LaChuna Johnson	Afterschool Coordinator	None	3/20/2017
LaShondra Wilson	Dedicated Aide	None	9/17/2018
LaTasha Grant	Early Childhood Teacher	Masters	6/26/2017
LaVita DeLoatch	Teacher Assistant	None	2/27/2017
Leala Bowens	Elementary Dean of Culture	Masters	8/2/2017
LeAngelo Emperator	Manager of Community Engagement	Bachelors	8/30/2012
Maura Druhan	Elementary Teacher	Bachelors	12/2/2013
Meaghan Petersack	K-4 ELA Instructional Coach	Masters	7/1/2016
Melanie Seabrooks	Teacher Assistant	None	8/3/2016
Melissa Smith	Elementary Math Teacher	Masters	8/2/2017
Meredith Ives	Elementary Teacher	Bachelors	7/7/2014
Michael Brewington	Dedicated Aide	Associates	3/23/2016
Michele Gray	Special Education Teacher	Masters	10/1/2018
Miche'lyn Carter	Elementary Teacher	Bachelors	2/24/2016
Monica Rajan	Teacher Assistant	Bachelors	8/3/2016
Mujihad Muhammed	Teacher Assistant	Bachelors	8/7/2017
Nancy Nwogu	Afterschool Coordinator	None	8/14/2017

Name	Position Title	Highest Degree Earned	Start Date
Nekeshiea Johnson	Elementary Music Teacher	Bachelors	12/15/2016
Nicole Wiley	Manager of Afterschool	None	10/7/2013
Ondrae Jackson	Special Education Teacher	Masters	8/2/2017
Rashida Bragg	Teacher Assistant	None	8/2/2017
Raven Wiley	Teacher Assistant	None	10/5/2015
Rebecca Beavers	Elementary Art Teacher	Masters	8/8/2016
Robert Earle	Elementary Special Education Coordinator	Bachelors	8/6/2015
Rebeccah Brooking	Director of Academic Support	Masters	8/13/2018
Sarah Pessagno	K-4 Math Instructional Coach	Masters	8/12/2014
Shadonna Best	Teacher Assistant	None	12/13/2016
Shar-da Hammett	Special Education Teacher	Bachelors	8/2/2017
Sharneise Jones	Early Childhood Director of Curriculum and Instruction	Masters	8/15/2012
Sharnita Williams	Afterschool Coordinator	Bachelors	8/5/2019
Shertoni Pimble	Kitchen Staff: Food Service Aide	None	7/25/2014
Sonja Nixon	Special Education Teacher	Bachelors	8/03/2018
Stephen Spencer	Middle School ELA Teacher	Masters	8/3/2018
Tameka Ricketts	Teacher Assistant	None	8/16/2017
Tanesha Dixon	Middle School Director	Masters	7/1/2016
Terrell Branch	Teacher Assistant	None	9/27/2018
Tia Javellana	Special Education Teacher	Bachelors	8/3/2018
Tiesha Greenleaf	Early Childhood Teacher	Masters	8/15/2012
Tiffany Green	Operations Manager	Bachelors	6/3/2019
Tiffany Harrison	Registrar	None	2/23/2015
Tiffany Smith	Middle School Science Teacher	Masters	8/2/2017
Timothy Alston	Elementary Teacher	Masters	8/15/2017
Tracie Simmons	Middle School ELA Teacher	Masters	8/3/2018
Tracy Brany	Afterschool Coordinator	None	3/5/2018
Trametria Iroegbu	Kitchen Manager	None	9/16/2015
Tyrell Hudley	Teacher Assistant	None	10/16/2014
Yovon Herder	Dedicated Aide	Bachelors	3/19/2018
Zaria George	Early Childhood Teacher	Masters	8/3/2016

Appendix B: SY 2018-19 Board Roster

Name	DC Resident	Board Positions	Date of Appoint-ment	Renewal Date	Expiration of Term
Andrew Ellenbogen	Yes	**Treasurer**, Finance Committee Chair	9/2016	9/2019	9/2022
Michael Jones	Yes	Governance Committee Member	11/2013	11/2016	11/2019
Peter Kolker	Yes	Governance Committee Chair	9/2017		9/2020
Maegan Marcano	Yes	Development Committee Chair	1/2019		1/2022
Tameka Martin	Yes	**Secretary**, Parent Representative, Parent Committee Chair	11/2013	11/2016	11/2019
Evan Piekara	Yes	Finance Committee Member	1/2019		1/2022
Janelle Suggs	Yes	School Performance Committee Chair	9/2017		9/2020
Robert Weinberg	Yes	**Board Chair**	9/2013	9/2019	9/2022
Timmeca Wilson	Yes	Parent Representative	9/2018		9/2021

Appendix C: Unaudited Year-End 2018-19 Financial Statement

DC Scholars Public Charter School

FY19 Unaudited Financials

July 2018 – June 2019

Income Statement	
Revenue	
State and Local Revenue	10,900,887
Federal Revenue	1,207,127
Private Grants and Donations	299,884
Earned Fees	(410,065)
Total Revenue	11,997,833
Expenses	
Salaries	5,166,597
Benefits and Taxes	1,088,623
Contracted Staff	403,976
Staff-Related Costs	56,250
Rent	1,667,968
Occupancy Service	66,655
Direct Student Expense	1,072,183
Office & Business Expense	1,595,968
Total Expenses	11,118,220
Operating Income	879,613
Extraordinary Expenses	
Interest	67,242
Depreciation and Amortization	267,936
Total Extraordinary Expenses	335,179
Net Income	544,435

Appendix D: Approved SY 2019-20 Budget

DC Scholars Public Charter School
SY2019-20 Approved Budget
July 2019 – June 2020

Income Statement	
Revenue	
State and Local Revenue	10,955,454
Federal Revenue	1,096,679
Private Grants and Donations	460,000
Earned Fees	(434,335)
Revenue Total	12,077,799
Expenses	
Salaries	6,043,388
Benefits and Taxes	1,313,814
Contracted Staff	150,750
Staff-Related Costs	68,386
Rent	1,750,300
Occupancy Service	69,921
Direct Student Expense	1,091,030
Office & Business Expense	1,145,930
Expenses Total	11,633,519
NET ORDINARY INCOME	**444,280**
Extraordinary Expenses	
Depreciation and Amortization	266,764
Interest	70,355
Extraordinary Expenses Total	337,119
TOTAL EXPENSES	**11,970,638**
NET INCOME	**107,161**

TNTP CORE TEACHING RUBRIC

A TOOL FOR CONDUCTING COMMON CORE–ALIGNED CLASSROOM OBSERVATIONS

TNTP reimagine teaching

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.

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
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions. Very few or no students follow behavioral expectations and/or directions. Students do not execute transitions, routines and procedures in an orderly manner. Students are left without work to do for a significant portion of the class period.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions. Some students follow behavioral expectations and/or directions. 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. Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions. Most students follow behavioral expectations and/or directions. 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. 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.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions. All or almost all students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. 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.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: 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. Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.

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
The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals. Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other. 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).	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. Only some activities students engage in are aligned to the stated or implied learning goal(s). 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).	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. 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). 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).	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. 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. 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).	All descriptors for Level 4 are met, and the following evidence is demonstrated: Students make connections between what they are learning and other content across disciplines. Students independently connect lesson content to real-world situations.

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
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. Very few or no students provide meaningful oral or written evidence to support their thinking. Students respond negatively to their peers' thinking, ideas, or answers. No students or very few students try hard to complete challenging academic work or answer questions.	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. Some students provide meaningful oral or written evidence to support their thinking. Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback. Some students try hard to complete challenging academic work and answer questions.	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. Most students provide meaningful oral or written evidence to support their thinking. Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates. Most students try hard to complete academic work and answer questions, even if the work is challenging.	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. All or almost all students provide meaningful oral or written evidence to support their thinking. Students respond to and build on their peers' thinking, ideas or answers. 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. All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content.

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

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.

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 • 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 • 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 • 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 • 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.

Domain 2 Classroom Organization

Dimensions	1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Behavior Management • 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 • 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 • 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.

Domain 3 Instructional Support

Dimensions	1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Concept Development • 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 • 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 • 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.