February 11, 2019

Carla Bailey and Monica T. Ray, Board Chairs
Cedar Tree Public Charter School
701 Howard Road, SE
Washington, DC 20020

Dear Ms. Bailey and Ms. Ray,

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2018-19 school year for the following reason(s):

- School eligible for 20-year Charter Review during 2019-20 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Cedar Tree Public Charter School from November 26, 2018 – December 7, 2018. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Cedar Tree Public Charter School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: LaTonya Henderson, Principal

Qualitative Site Review Report

Date: February 11, 2018

Campus Information
Campus Name: Cedar Tree Public Charter School (Cedar Tree PCS)
Ward: 8
Grade levels: Prekindergarten – 3 (PK3) through kindergarten

Qualitative Site Review Information
Reason for Visit: School eligible to petition for 20-year Charter Review during 2019-20 school year
Two-week Window: November 26, 2018 – December 7, 2018
QSR Team Members: Two DC PCSB staff and one special education (SPED) specialist
Number of Observations: 13
Total Enrollment: 381
Students with Disabilities Enrollment: 22
English Language Learners Enrollment: 0
In-seat Attendance on Observation Days:
Visit 1: November 27, 2018 – 93.2%
Visit 2: November 28, 2018 – 92.4%
Visit 3: November 29, 2018 – 93.8%
Visit 4: December 6, 2018 – 92.6%

Summary
Cedar Tree PCS's mission is

> "commitment to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. No exception, No excuses!"

The QSR team observed evidence that Cedar Tree PCS's classroom environment and instructional delivery support its mission. The school effectively used a three-teacher model that allowed teachers to give students individualized attention. Teachers consistently used strategies to support student independence and development, resulting in active participation and intellectual engagement from most students. Students generally had a friendly rapport with their teachers and one another. Teachers spoke in a warm tone and showed concern for students when they were frustrated. Students often approached teachers to ask for help or to show them work

they completed. In several observations teachers gave students the opportunity to creatively engage with learning tasks using a variety of materials and modalities.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendix I and II). The QSR team scored 73% of observations as distinguished or proficient in the Classroom Environment domain. This is an improvement from the school's 2014 QSR[1] report in which "just above two-thirds of observations were distinguished or proficient in this domain." The highest rated component was *Creating an Environment of Respect and Rapport* with 91% of observations scored as proficient or distinguished, which supports the school's mission of providing "a safe learning environment designed to enhance social and emotional growth." Teachers showed genuine interest in students' lives outside of school and often asked them questions about their families and home lives. The lowest rated component was *Establishing a Culture for Learning* with 46% of observations rated as proficient. In some observations teachers focused on task completion rather than ensuring student understanding. At times, teachers transitioned quickly between activities and it was unclear how the activities were connected. It's worth noting that no observations received a rating of unsatisfactory in any component within the environment domain.

The QSR team scored 73% of observations as distinguished or proficient in the Instruction domain, a significant improvement from the 43% the school earned in this domain during their last QSR in 2014. The highest rated component was *Engaging Students in Learning with* 92% rated as proficient or distinguished. Teachers used a variety of materials and strategies to keep students actively and intellectually engaged throughout the majority of observations. The lowest rated component was *Using Questioning/Prompts and Discussion Techniques* with 62% of the observations rated as proficient. Teachers often asked closed-ended questions that led students along a single path of inquiry and did not invite critical thinking. Questions were rapid fire and students often responded in unison or by simply repeating after the teacher. However, please note that no observations received a rating as unsatisfactory in any component within this domain.

Governance
Carla Bailey and Monica Ray are the chairs of the Cedar Tree PCS board of trustees. The school has been compliant with the School Reform Act[2] for the past five years, which requires two parent representatives and a majority of DC residents.

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[1] https://www.dcpcsb.org/qualitative-site-review/2013-14-cedar-tree-academy-qsr

[2] https://www.dcpcsb.org/policy/school-reform-act

<u>Specialized Instruction for Students with Disabilities</u>
Prior to the observation window, Cedar Tree PCS described its special education program in a questionnaire. The school states that its special education program "mirrors [its] high-quality early childhood program" and "provides a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of [its] young scholars." The school uses a three-teacher model, stating that all teachers actively engage in small and whole group lessons. In addition to the three teachers in the classroom, there is a special education push-in teacher. The QSR team observed three co-teaching models: One Teach, One Assist, Station Teaching, Parallel Teaching and Team Teaching. DC PCSB conducted three push-in special education observations. Overall, the school implemented its stated program with fidelity as evidenced by engaging students in learning in each observation described below.

In one push-in observation, the class was working on a science project. The general education teacher introduced the task while the SPED teacher assisted on the carpet. When students transitioned back to their tables to work on the task, the SPED teacher supported four students in a small group setting. As the whole class created their own protective "helmets" for an egg that would be rolled down a slide, the SPED teacher helped select students in a small group who were still developing fine motor skills. Students asked the SPED teacher to help them tape, glue, write, or wrap something, and the SPED teacher asked clarifying questions about where the tape should go and why they wanted it there. Students with disabilities were able to independently create their own helmet and access materials like the rest of their peers, but the SPED teacher was available to support them during the assembly of their helmets. When it was time to test out their helmets, the SPED teacher's small group fully rejoined the rest of the class, and the SPED teacher encouraged and supported all students as they tested their projects.

In another kindergarten classroom the SPED teacher worked one-on-one with a student for the duration of the observation. The SPED teacher offered accommodations that allowed the student to access the independent center where he was assigned. At the beginning of the observation, the SPED teacher and student worked on a rhyming worksheet. The SPED teacher read aloud the main word and then a separate list of other words. The teacher paused to give the student time to identify the words in the list that rhymed with the main word. The teacher asked the student to say the words again, and the teacher also repeated the words. The teacher praised the student's effort, "...you're a super learner and I think you got this

down pat." The student transitioned to spelling practice with the rest of the class, and with help from the SPED teacher dictating his assignments the student was able to complete the same tasks as his general education peers.

During another push-in observation, the students were all in center rotations and the SPED teacher traveled with a specific student to his/her centers. The general education teacher leading one of the centers held up picture cards and asked students to discuss the image they saw, emphasizing oral language development, and then clapped out the syllables of key words. The SPED teacher asked the student, "How many syllables in 'jungle'? Let's do it together. Great job! What types of animals live in the jungle? Do you think jungles are dangerous?" At the next center, the objective was on identifying initial sounds of picture cards. When a card with a picture of a duck was held up, the SPED teacher asked, "What does a duck look like? How does a duck move?" After a small discussion, the student placed it under the wrong letter for its initial sound. The SPED teacher made the D sound again. "Listen. Duck...Duck...Duck...D...D...D. Is that a D or K sound? Make the D sound with me. Where should it go?" The student corrected the mistake and placed the picture in the correct category.

THE CLASSROOM ENVIRONMENT[3]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 73% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 92% of the observations as distinguished or proficient in this component. In the distinguished observations interactions between teachers and individual students were highly respectful and reflected genuine warmth and caring. In one observation the teacher gently rubbed the back of a student who had his head down and whispered, "You ok?" Students in these observations exhibited respect for one another and their teacher. During a game, students cheered loudly as their classmates participated. The teacher high-fived each student when they returned to their seat. Teachers (when necessary) corrected students respectfully. In one observation when students got off task, the teacher reset them using a "wiggle break."	Distinguished	23%
	In the proficient observations teachers effectively responded to disrespectful behavior among students. In one observation a student hit a peer. The teacher knelt down next to both students and said, "No thank you, you hurt her body. You need to apologize." The student complied and apologized. In another observation, a student accidently knocked down a tower of blocks. The teacher responded by saying, "That's ok, I can help you." Other students also helped to pick up the blocks.	Proficient	69%
	The QSR team scored less than 10% of the observations as basic in this component.	Basic	8%

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[3] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 61% of the observations as distinguished or proficient in this component. In the distinguished observations students took initiative to improve their work. During a sight word activity, one student self-corrected by changing the uppercase letter she wrote to a lowercase letter. Students recognized the efforts of their classmates and chanted their names as they participated. In another observation a student miscategorized an image based on its initial sound and when she realized she said, "let me fix it!" and corrected her mistake.	Distinguished	15%
	In the proficient observations teachers showed that they expected student effort and recognized it when they saw it. In one observation a student pointed to her paper and said, "right there" when asked where an animal lives. The teacher corrected her and asked, "So he lives on the paper?" and "Where exactly does he live?" The student responded, "The jungle." In another observation the teacher referred to students as mathematicians and insisted that they use related vocabulary. Students in these observations started their work promptly and remained engaged without prompting from their teachers.	Proficient	46%
	The QSR team scored 38% of the observations as basic in this component. In these observations the teachers' energy for the work was neutral. In one observation a student answered a question incorrectly, to which the teacher responded "Nope" and did not probe any further. In another observation the teacher circulated the room and cleaned during free-choice centers and had minimal interaction with students. Interaction between students and the teacher was limited to behavior management and was not focused on academics.	Basic	38%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 69% of the observations as distinguished or proficient in this component. In the distinguished observations students took initiative to ensure that class time was used productively. In one observation a student led the transition between groups. As the timer sounded the student rang a bell and gave a three-step set of directions to the class. All students followed along and the transition took less that one minute. In another observation teachers selected one student at each table to serve as the "table captain." The captains collected materials at the end of each lesson and returned them to the appropriate area. In another observation a student led the transition between small groups by shaking a tambourine to signal that it was time to move. The same student later led the class in a bumble bee song as they transitioned.	Distinguished	23%
	In the proficient observations classroom routines functioned smoothly. In one observation the teacher rang a bell at the end of the lesson and said, "I want to see how quietly we can tip-toe to the carpet." Most students quickly and quietly transitioned to the carpet in less than one minute. In these observations transitions between large and small group activities was smooth. In one observation the teacher had materials already set out on tables as students transitioned from whole group to small groups resulting in no loss of instructional time.	Proficient	46%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 31% of the observations as basic in this component. In these observations procedures for distribution/ collection of materials seemed to have been established, but the operation was rough. In one observation a group of students returned to the classroom from the bathroom and the teacher did not give them clear directions on what to do. As a result, some students rolled around on the carpet, while other students wandered the room and played with centers materials. In these observations activities abruptly ended with no clear routine for how transitions would be managed. In one observation the teacher stopped in the middle of an activity and said, "Ok guys let's just do our small groups." The teacher later left students unattended on the carpet as she collected materials for small groups. As a result, some students played with their papers while other students waited quietly for the teacher to return.	Basic	31%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 69% of the observations as distinguished or proficient in this component. In the distinguished observations student behavior was entirely appropriate with no evidence of student misbehavior. In these observations each teacher had a clearly defined role to help manage student behavior. In one observation, while students worked in small groups with one teacher, the other teacher supported students working on computers. Students in these observations were kind to one another and often cheered for their classmates when they answered questions correctly.	Distinguished	15%

The Classroom Environment	Evidence	School Wide Rating	
	In the proficient observations, student behavior was almost entirely appropriate. In one observation students worked quietly at computers while the teacher supported students at a nearby small group table. When one student got off-task the teacher simply called her name and the student corrected her behavior. Teachers consistently praised students for appropriate behavior. For example, one teacher said, "You are making great choices coming out of the bathroom. Keep it up."	Proficient	54%
	The QSR team scored 31% of the observations as basic in this component. In the basic observations teachers attempted to correct student behavior but with uneven success. In one observation students spoke over the teacher as she/he gave instructions. The teacher responded by speaking louder over the students. In another observation the teacher did not provide clear expectations for student behavior on the carpet. Some students stood near the teacher, others played with items on the board, or talked to the supporting teacher that was seated on the carpet. These behaviors became a distraction for other students and went unaddressed by the teacher.	Basic	31%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 73% of classrooms as "distinguished" or "proficient" for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 69% of the observations as proficient in this component and none as distinguished. In the proficient observations teachers clearly communicated the purpose of the lesson. In one observation the teacher told students they would be making pizzas to reinforce what they learned about the letter P. Throughout the lesson the teacher asked, "Why are we making pizzas again?" Multiple students answered and restated the purpose of the activity. At the end of the lesson, the teacher checked for understanding by asking, "Who can tell me why we made pizzas today?" One student responded, "Because it starts with a /p/ p." In another observation the students played a relay race game to identify sight words. The teacher activated prior knowledge by asking each student to give a sight word, clearly communicated the purpose of the activity and told students what to do once they finished – write the sight word on their board.	Distinguished	0%
		Proficient	69%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 31% of the observations as basic in this component. In these observations, teachers had to clarify the learning tasks for students' multiple times. In one observation students returned from the bathroom as the teacher scrambled to collect materials for an upcoming activity. In another observation the teacher instructed students to look at photo cards and describe what they saw. When students did not participate, the teacher abruptly ended the activity and began to sing a song to which some students sang along while others did not. In another observation the teacher read a book aloud and asked students to answer related questions. After a few students answered. the teacher abruptly ended the activity and said, "Ok, let's build with some sight words." The teacher never stated a purpose for either activity and the connection between the two was unclear.	Basic	31%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 62% of the observations as proficient in this component and none as distinguished. In the proficient observations teachers used a mix of open- and closed-ended questions. In one observation a student said he would take a helicopter to the beach. The teacher asked, "How would you land your helicopter on the beach?" and "Can it land on the water?" The student laughed and responded, "No, I meant I would take a boat." In	Distinguished	0%
	another observation the teacher asked a series of questions to have students identify the difference between an octopus and a jellyfish "What is alike between an octopus and jellyfish?" and "Which one do you think is bigger?" and "What do you think a jellyfish is scared of?" The teacher allowed multiple students to answer and asked follow-up questions based on student responses.	Proficient	62%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 38% of the observations as basic in this component. In these observations questions required only rote responses. In one observation the teacher asked a student if he had ever been on an airplane to which he responded, "Yeah, when we went on the field trip." The teacher responded, "Ooh fancy," and did not correct this misunderstanding. In another observation the teacher only asked rapid-fire questions as students played a game using sight words. For example, "What word is this?" and "Can you sound it out? and "What letter is this?"	Basic	38%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 92% of the observations as distinguished or proficient in this component. In the distinguished observations all students were highly engaged in the lesson. In one observation half of the students worked independently at learning centers, while the other half worked directly with a teacher. The teachers allowed students the opportunity to use materials creatively and did not limit how they completed tasks. For example, as students built different modes of transportation the teacher allowed some students to build on the floor while others worked at the table. In the proficient observations most students were intellectually engaged in the lesson. In one observation the teacher prompted students to put on their "thinking caps" to signal that they needed to think hard about a question. Students bought into the idea of wearing their thinking caps and remained focused and participated in class discussions. In these observations the pacing provided students with	Distinguished	15%

Instruction	Evidence	School Wide Rating	
	the time they needed to be intellectually engaged. In one observation the teacher asked a student a question and waited several seconds while the student thought about the answer. When the student had trouble, the teacher prompted him to ask a classmate for help. The teacher asked, "Would you like a friend to help you?" A peer helped the student to answer the question.	Proficient	77%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	8%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 67% of the observations as proficient in this component and none as distinguished. In these observations teachers gave feedback that was specific and timely. In one observation during morning meeting, the teacher asked students to fill in words to complete the morning message. When a student began to write an uppercase letter at the end of a word, the teacher said, "That's an uppercase 'D'. At the end of the word would it be uppercase?" The teacher and other students provided feedback to help the student correct the misunderstanding. In another observation when a student said the wrong initial sound, the teacher reminded him to tap it out on his arm and modeled the strategy for him until he was able to correctly identify the initial sound. Later when a student read the word "Nap" as "Nat" the teacher said, "Let's help her out by sounding it out." The teacher and other students used their arms to tap out the initial, middle, and final sounds. The student corrected her misunderstanding and was able to correctly tap out the word.	Distinguished	0%
		Proficient	67%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 33% of the observations as basic in this component. In the basic observations there was little evidence that students knew how their work would be evaluated. In one observation the teacher did not provide specific feedback on student work. The teacher instead gave general responses such as "Very nice!" and "Wow!" In another observation the teacher asked for global indications of student understanding by asking students to recite letter sounds in unison. Individual students were not asked to produce letter sounds.	Basic	33%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: CLASSROOM ENVIRONMENT RUBRIC

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

APPENDIX II: INSTRUCTION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

APPENDIX III: SCORE BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	0%	0%	0%	0%	0%	0%	0%
Basic	8%	38%	31%	31%	31%	38%	8%	33%
Proficient	69%	46%	46%	54%	69%	62%	77%	67%
Distinguished	23%	15%	23%	15%	0%	0%	15%	0%
Subdomain Average	3.15	2.77	2.92	2.85	2.69	2.62	3.08	2.67

	Domain 2	Domain 3
% of Proficient or above	73%	73%
Domain Averages	2.92	2.76