



January 10, 2020

Terry Golden, Board Chair
KIPP DC Somerset College Preparatory Public Charter School
3301 Wheeler Road SE
Washington, DC 20032

Dear Mr. Golden,

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews (QSR) 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. KIPP DC Somerset College Preparatory Public Charter School (KIPP DC Somerset PCS) was selected to undergo a QSR during the 2019-20 school year for the following reason(s):

- School eligible for 20-year Charter Review during 2020-21 school year¹

Qualitative Site Review Report

A QSR team conducted on-site reviews of KIPP DC Somerset PCS between October 21, 2019 – November 1, 2019. Enclosed is the team's report. You will find that the QSR 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 QSR at KIPP DC Somerset PCS.

Sincerely,

Rashida Young
Chief School Performance Officer

Enclosures
cc: School Leader

¹ Campus will not be included in the KIPP DC review report.

Qualitative Site Review Report

Date: January 10, 2020

Campus Information

Campus Name: KIPP DC Somerset College Preparatory Academy Public Charter School (KIPP DC Somerset PCS)

Ward: 8

Grade levels: Ninth through twelfth

Qualitative Site Review Information

Reason for Visit: School eligible for 20-year Charter renewal during 2020-21 school year

Two-week Window: October 21, 2019 – November 1, 2019

QSR Team Members: Two DC PCSB staff including one special education (SPED) specialist, and one consultant

Number of Observations: 14

Total Enrollment: 168

Students with Disabilities Enrollment: 44

English Learners Enrollment: 0

In-seat Attendance on Observation Days:

Visit 1: October 21 – 90.4%

Visit 2: October 29 – 93.4%

Visit 3: October 30 – 90.4%

Visit 4:

Summary

According to the school's mission, KIPP DC is

a non-profit network of high-performing, college-preparatory public charter schools in Washington, D.C. All KIPP DC schools are tuition-free, open-enrollment schools, and actively recruit and serve students in the city's most educationally underserved communities. At KIPP DC, there are no shortcuts. Highly skilled teachers and leaders, more time in school, a rigorous college preparatory-curriculum, and a strong culture of high expectations and support help our students make significant academic gains and continue to excel in high school and college. The DC PCSB Board approved KIPP DC PCS to transfer to KIPP DC PCS the assets of the former Somerset Preparatory PCS starting in SY 2019 – 2020.

The QSR team observed mixed evidence that KIPP DC Somerset PCS is fulfilling its mission. DC PCSB observed students in many classes engaging in academically rigorous tasks. Students analyzed the actions of characters in a novel, solved single-variable algebraic equations, and engaged in discussions related to current events.

Additionally, many teachers insisted that students take responsibility for their learning and held them accountable for completing high-quality work. However, in some observations student engagement with the content was largely passive. In these observations, teachers dominated the discussion and few students had opportunities to meaningfully engage with the content.

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 50% of observations as distinguished or proficient in the Classroom Environment domain. The highest-rated component was *Managing Student Behavior (2d)*, with 57% of observations scored as proficient or distinguished and none as unsatisfactory. Observers noted that in a little over half of the observations students interacted respectfully with their teachers and peers. However, in many observations DC PCSB observed disrespectful interactions between students and among students and teachers. In these observations, teachers attempted to address misbehavior but had uneven success.

The QSR team scored 51% of observations as distinguished or proficient in the Instruction domain. The highest-rated component was *Communicating with Students (3a)* with 61% of observations scored as proficient and none as distinguished. Teachers clearly communicated their expectations and clearly explained content in a way that invited student participation. Students frequently used academic vocabulary and respectfully challenged or agreed with their classmates' ideas. The overall lowest-rated component in this report and in the Instruction domain was *Using Assessment in Instruction (3d)*, with only 46% of observations scored as distinguished or proficient, and roughly one-third (31%) of observations scored as unsatisfactory. In these observations, many teachers rarely checked for understanding and only provided global feedback that was not geared towards future improvement.

Governance

Terry Golden chairs the KIPP DC Board of Trustees. The School Reform Act requires all DC public charter schools to have a majority of DC residents and two parents, which the school has been compliant with for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, KIPP DC Somerset PCS completed a questionnaire about how it serves its students with disabilities (SWD). DC PCSB staff looked for evidence of the school's articulated program. DC PCSB staff scored 38% of SPED observations as proficient or distinguished in each respective domain on the Danielson rubric for Classroom Environment and Instruction. Overall, DC PCSB observed four special education classroom environments and staff found that the

school implemented its stated program with fidelity, as evidenced by student engagement in some of the observations, as well as the school's use of a continuum of services in different settings. Additionally, the review team observed some attempts at co-teaching and providing accommodations to support the individual needs of students. Key trends from the SPED observations are summarized below.

- To demonstrate that co-planning occurred, the school explained that DC PCSB staff would see evidence of general education teachers and SPED teachers working together seamlessly, in which the observers should not be able to easily identify which teacher was the SPED provider versus the general educator. However, the SPED specialist saw little evidence of co-planning. One of the four SPED observations completed during this QSR was in an inclusion classroom where co-teaching occurred. Despite the school's explanation of "seamless" instruction, it was evident who was the SPED teacher versus the general educator because the general education teacher primarily facilitated the lesson in front of the class, while the special education teacher circulated the classroom and mainly addressed student behavior. In this observation, the special education teacher did not provide direct instruction. At one point, the special education teacher left the classroom, at the request of the general education teacher, to make copies but did not return for the remainder of the observation. There was also limited evidence of co-planning in another observation of a self-contained classroom where two adults were present. One adult primarily monitored students' behavior while the other interacted more directly with students.
- To support the learning of SWD, KIPP DC Somerset PCS reported that it offers a continuum of SPED services to educate students in the least restrictive environment. Per the school's questionnaire, its continuum includes special education services in inclusion classroom, resource rooms, workshops, and fulltime special education services at the Learning Center. The SPED specialist observed ample evidence of these various settings being used with fidelity. In both the resource room and Learning Center settings, class sizes were small and targeted with grade-appropriate content. The teachers were patient and responsive to students' academic and emotional needs. The teachers attempted to support students by providing repetition of directions, simplification of directions, re-teaching of content, and frequent breaks. However, at times, students continued to struggle with accessing the content. In these observations, there were two adults present with one being the SPED teacher, but the role of the second adult present was not always clear given they primarily redirected students with little involvement in the facilitation of the lesson.

- As a program that uses co-teaching, the school stated in its questionnaire that KIPP DC PCS trains its teachers on the six co-teaching models, of which KIPP DC Somerset Academy PCS primarily uses alternative team-teaching, parallel co-teaching, and station teaching. The SPED observer saw evidence of co-teaching in an inclusion classroom where the model being implemented was One Teach, One Assist. Many students in this observation presented challenging behaviors such as talking off-task, walking around the classroom undirected, pushing their peers, and using profanity. Nearly half of the students in this observation disengaged from the learning task, and both the SPED teacher and the other adult in the room spent a significant amount of time addressing off-task behaviors.

THE CLASSROOM ENVIRONMENT²

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 50% 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 ³ | |
|---|--|---------------------------------|-----|
| Creating an Environment of Respect and Rapport | The QSR team scored 50% of observations as distinguished or proficient in this component. In the distinguished observations interactions between teachers and students reflected genuine warmth. Teachers in these observations showed that they cared about students’ lives outside of school, saying things like, “I know your mom wakes up before you, she has a lot of things to do before you get up.” In another observation, the teacher thanked the class for their participation saying, “Thank you guys so much for engaging, this was an excellent class.” In the proficient observations, talk between teachers and students was uniformly respectful. Teachers greeted students by saying, “It’s good to see you,” and “Be sure to enjoy the rest of your day.” During a discussion about quarter grades, several students expressed dissatisfaction with their grades but engaged with their teachers and classmates respectfully despite their disagreements. | Distinguished | 29% |
| | | Proficient | 21% |

² Teachers may be observed more than once by different review team members.

³ DC PCSB does not report out qualitative evidence if less than 10% of observations in any given component earned a “basic” or “unsatisfactory” level of performance.

| The Classroom Environment | Evidence | School Wide Rating ³ | |
|--|---|---------------------------------|-----|
| | <p>The QSR team scored 36% of observations as basic in this component. In the basic observations interactions between students and teachers was uneven. In one observation the teacher asked students to clap if they could hear his/her voice. Several students continued to talk over the teacher. One student eventually responded, "Nobody will clap for you, but we're listening." At times, teachers used harsh language with students. For example, one teacher told a student, "You are hard-headed, sit down." Students in these observations ignored repeated attempts by the teacher to redirect inappropriate behavior. At times, students spoke loudly over the teacher as they talked and ignored their requests to stop talking.</p> | Basic | 36% |
| | <p>The QSR team scored 14% of observations as unsatisfactory in this component. In the unsatisfactory observations, students used disrespectful talk towards one another. In one observation a student used profanity when telling a student to get out of his/her face. Another student told a peer to shut up before saying that another classmate "Sounded stupid." During one observation the teacher got frustrated with a student and said, "Sit down, you are embarrassing yourself." Despite this reprimand the student continued to engage in off-task behavior that often distracted other students from working.</p> | Unsatisfactory | 14% |
| Establishing a Culture for Learning | <p>The QSR team scored 50% of observations as proficient and none as distinguished in this component. In the proficient observations teachers demonstrated a high regard for students' abilities. In one observation the teacher cold-called students to participate and gave ample wait time to ensure that they engaged with the activity. In another observation, as students watched a movie, the teacher paused the film to ensure that they understood the expectations for taking notes. When the film was paused the teacher asked probing questions and explained to students what evidence s/he was looking for. The teacher said, "Remember we are comparing the text versus the movie," and "I want to see evidence."</p> | Distinguished | 0% |
| | | Proficient | 50% |

| The Classroom Environment | Evidence | School Wide Rating ³ | |
|--------------------------------------|--|---------------------------------|-----|
| | <p>The QSR team scored 50% of observations as basic in this component. In the basic observations teachers conveyed high expectations for only some students. In one observation two students engaged in a loud off-topic discussion for much of the instructional block. The teacher briefly attempted to reengage the students by walking over to their table and asking, "Are you with me?" Both students continued the conversation and remained disengaged for the entire 30-minute observation. In another observation, students had side conversations instead of discussing a text in small groups. The teacher attempted to encourage students to engage in the discussion, to which one student responded, "This book is dumb."</p> | Basic | 50% |
| | <p>There were no unsatisfactory scores in this component.</p> | Unsatisfactory | 0% |
| Managing Classroom Procedures | <p>The QSR team scored 42% of observations as proficient or distinguished in this component. In the distinguished observation, students took initiative to ensure that classroom time was used effectively. When students finished their initial assignment they quickly transitioned to another table in the classroom and began working on a follow-up activity. In the proficient observations, classroom routines functioned smoothly. In one observation, a teacher displayed a large timer on the board along with information about where students could locate the materials they needed throughout the classroom. As students worked, teachers often gave warnings to indicate how much time was remaining. The teacher gave warnings such as, "I'm coming around in five minutes." Teachers used incentives such as stickers and classroom "points" to encourage swift and effective transitions. One teacher said, "Stickers are coming around, you know the drill." Students quickly complied to receive their stickers.</p> | Distinguished | 7% |
| | | Proficient | 36% |

| The Classroom Environment | Evidence | School Wide Rating ³ | |
|----------------------------------|--|---------------------------------|-----|
| | <p>The QSR team scored 57% of observations as basic in this component. In the basic observations, classroom routines functioned unevenly. Students in these observations took several minutes to transition between activities. For example, one teacher attempted to assign table groups by telling students to sit at different tables based on which text they read. Some students knew where to go immediately, while others wandered the room for several minutes before being redirected by the teacher. In another observation, the entire class attempted to access laptops at the same time from a small cart located in the room. This resulted in some crowding which slowed down the transition. During another observation several students expressed that they did not have a copy of the assignment just as the teacher was beginning the lesson. Instructional time was lost as the teacher gathered materials from other parts of the classroom and distributed them to students before the lesson began.</p> | Basic | 57% |
| | <p>There were no unsatisfactory scores in this component.</p> | Unsatisfactory | 0% |
| Managing Student Behavior | <p>The QSR team scored 57% of observations as proficient or distinguished in this component. In the distinguished observations student behavior was entirely almost appropriate. Students in these observations engaged in friendly conversations with their peers and showed respect for their teachers. Teachers in these observations subtly monitored behavior by saying things like, "I need you to track me, write it down, and listen to me." During a classroom discussion, students listened as their peers spoke and raised their hands quietly if they wanted to add to the discussion. In the proficient observations, student behavior was generally appropriate. Teachers praised positive student behavior by saying things like, "I appreciate everyone who is silent and working." During the few instances of student misbehavior, teachers responded respectfully with comments like, "Wait, hold on, we have to wait for someone to turn their voice off," and "We are going to watch our language as we get started, thank you." When students called out answers without raising their hands, the teacher corrected them respectfully by saying, "Someone raise a string silent hand, we don't all have to call this out."</p> | Distinguished | 21% |
| | | Proficient | 36% |

| The Classroom Environment | Evidence | School Wide Rating ³ | |
|---------------------------|---|---------------------------------|-----|
| | <p>The QSR team scored 43% of observations as basic in this component. In the basic observations teachers attempted to maintain order in the classroom but with uneven success. In one observation two students threw paper at each other to which the teacher responded, "You're supposed to be writing." The students continued to throw paper and did not engage in the writing task for several minutes. A few students in these observations engaged in loud off-topic conversations that distracted other students and made it difficult to for other students to hear. Out of frustration one student said, "Y'all, I can't hear."</p> | Basic | 43% |
| | <p>There were no unsatisfactory observations in this component.</p> | 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 51% 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 | |
|---|---|--------------------|-----|
| <p>Communicating with Students</p> | <p>The QSR team scored 61% of observations as proficient or distinguished in this component. In the distinguished observations teachers explained content clearly and imaginatively. In one observation the teacher presented a series of acronyms to be used as a mnemonic device. Students repeated the acronyms after the teacher and said, “That’s a good one.” In another observation, before students began watching a video, the teacher told them the types of questions that s/he would be asking and told them to look out for evidence as they watched the film. In the proficient observations, the teacher stated clearly at some point what students would be learning. One teacher explained to students, “Right now, we are in the exposition of the book” and “This is where you are learning the foundation of the text, which goes back to plot.” Teachers in these observations used techniques like “think-alouds” to narrate the steps to solving problems.</p> | Distinguished | 15% |
| | | Proficient | 46% |
| | <p>The QSR team scored 31% of the observations as basic in this component. In the basic observations teachers had to clarify the learning task so that students could complete it. In one observation a student called out in frustration and said that they didn’t know what to do. The teacher responded by telling the student to keep working. In another observation the teacher rushed quickly through the content by simply reading aloud the answers to the question prompt. Students attempted to follow along before defaulting to questions such as, “So, just write that?” and “After we write this, what are we supposed to write?” Despite students’ attempts to understand the content, the teacher continued to read answers directly from the slides.</p> | Basic | 31% |

| Instruction | Evidence | School Wide Rating | |
|--|---|--------------------|-----|
| | The QSR team scored less than 10% of observations as unsatisfactory. | Unsatisfactory | 8% |
| Using Questioning/Prompts and Discussion Techniques | The QSR team scored 54% of observations as distinguished or proficient in this component. In the distinguished observation students kept the discussion going without ongoing support from the teacher. After one student made an observation about the text they read, another student responded, "I agree with her because..." After this exchange, the teacher asked how many other students agreed and several students built on each other's responses. In the proficient observations teachers used open-ended questions to encourage student participation and discussion. For example, following a small-group discussion about a novel, the teacher asked one student from each table to share how their character code-switched. One student from each group was able to do so successfully. | Distinguished | 9% |
| | | Proficient | 45% |
| | The QSR team scored 36% of observations as basic in this component. In the basic observations teachers attempted to engage students in classroom discussions with uneven success. During one discussion, the teacher asked students to choose a quote from the text, explain the context, and explain what it meant to them. Once students formed their groups, they shared their responses to the first two questions, without engaging in any additional discussion. The teacher later attempted to have students share out their reflections to the whole group. The teacher attempted to call on few students and asked them to share their partner's response. One student responded, "My partner wasn't paying attention when I told him, but I can read my own quote." Following this student, only a few others volunteered to participate. | Basic | 36% |
| | The QSR team scored less than 10% of observations as unsatisfactory in this component. | Unsatisfactory | 9% |

| | | | |
|--------------------------------------|---|----------------|-----|
| Engaging Students in Learning | <p>The QSR team scored 42% of observations as proficient or distinguished in this component. In the distinguished observation, virtually all students engaged with the lesson. Students in this observation stayed on task, asked and answered questions, and completed all assignments during the time allotted. In the proficient observations most students intellectually engaged with the lesson. In one observation, all but one student raised their hand to volunteer how to write out a math problem. Students in another observation worked in small groups to discuss how and when the main character in their novel gained and lost social power. Students in these observations used a variety of materials and resources, such as calculators and authentic texts, and when appropriate they had several opportunities to engage in content-related discussions with their peers.</p> | Distinguished | 7% |
| | | Proficient | 36% |
| | <p>The QSR team scored 43% of observations as basic in this component. In the basic observations pacing was uneven. In one observation students finished their work quickly and sat idle as they waited for instructions on what to do next. In another observation, few students had the opportunity to complete all of the assigned tasks. The teacher later said, "I realize I was giving you too much to do in a single period." Several students in this observation did not finish the assignment by the time the class period ended.</p> | Basic | 43% |
| | <p>The QSR team scored 14% of observations as unsatisfactory in this component. In the unsatisfactory observations the teacher only asked students to perform rote tasks. In two separate observations, teachers quickly clicked through a presentation that was illegible due to font color and size. As the teacher sat at their desk and read the information verbatim, some students attempted to further the discussion by sharing their ideas, to which the teacher did not respond. The teacher later asked students to respond to a related prompt but simply moved on after only some students had an opportunity to offer their opinions.</p> | Unsatisfactory | 14% |

| | | | |
|--|--|----------------|-----|
| Using Assessment in Instruction | <p>The QSR team scored 46% of observations as proficient or distinguished in this component. In the distinguished observation, the teacher continuously monitored student understanding using sophisticated methods and provided students with timely feedback both individually and during whole group instruction. While the teacher provided hints to help students solve the problem, ultimately they made sure that students solved the problem independently. With support from the teacher, students assessed their own work and the work of their peers. For example, while one student solved a problem on the board, other students suggested modifications to their answer. In the proficient observations feedback included timely and specific guidance. In one observation the teacher asked students to describe the difference between a character in the text versus the character in a movie. As a resource, the teacher passed out copies of the text and asked students to highlight specific pieces of evidence using page numbers.</p> | Distinguished | 8% |
| | | Proficient | 38% |
| | <p>The QSR team scored 23% of observations as basic in this component. In the basic observations feedback to students was vague and not oriented towards future improvement. In one observation the teacher gave global feedback like, "Show your work," and "Change that."</p> | Basic | 23% |
| | <p>The QSR team scored a high 31% of observations as unsatisfactory in this component. In the unsatisfactory observations the teacher made no effort to determine whether students understood the lesson. In one observation students copied and pasted information directly from the board. When students attempted to ask clarifying questions, the teacher simply responded, "Write this down." In another observation, the teacher gave no indication of what high-quality work looked like. S/he moved quickly between activities and did not elicit feedback from students or check for understanding.</p> | Unsatisfactory | 31% |

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

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

APPENDIX III: DOMAIN AVERAGES BY COMPONENT

| Percent of: | 2a | 2b | 2c | 2d | 3a | 3b | 3c | 3d |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Unsatisfactory | 14% | 0% | 0% | 0% | 8% | 9% | 14% | 31% |
| Basic | 36% | 50% | 57% | 43% | 31% | 45% | 43% | 23% |
| Proficient | 21% | 50% | 36% | 36% | 46% | 36% | 36% | 38% |
| Distinguished | 29% | 0% | 7% | 21% | 15% | 9% | 7% | 8% |
| Subdomain Average | 2.64 | 2.50 | 2.50 | 2.79 | 2.69 | 2.45 | 2.36 | 2.23 |

| | Domain 2 | Domain 3 |
|---------------------------------|-------------|-------------|
| % of Proficient or above | 50% | 49% |
| Domain Averages | 2.61 | 2.43 |