DC PUBLIC CHARTER SCHOOL BOARD

March 18, 2024

Mr. Robert Seabrooks, Board Chair
Mr. Hughes Johnson, Executive Director
The Children's Guild DC Public Charter School

Dear School Leaders:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. DC PCSB identified The Children's Guild DC Public Charter School for a Qualitative Site Review because the school is eligible for its 10-year charter review during school year 2024 – 25.

A Qualitative Site Review team conducted on-site reviews of The Children's Guild DC Public Charter School from December 4 – 15, 2023. The team observed 75.0% of the campus's core content classes. Observers evaluated classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*. Additionally, the team reviewed The Children's Guild DC Public Charter School's sample English language arts and math assignments to determine whether the assignments align with grade-appropriate standards. See the team's findings in the enclosed Qualitative Site Review report.

DC PCSB conducted all classroom observations in accordance with the Qualitative Site Review Protocol. See page 7 of the protocol for information about disputing Qualitative Site Review findings.

Sincerely,

Melodi Sampson
Chief School Performance Officer

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Qualitative Site Review (QSR) Report

The Children's Guild DC Public Charter School (Children's Guild PCS)			
Year Opened	2015 – 16	**Ward**	5
Grades Served	Alternative (K – 8)	**Total Enrollment**	245[1]
Students with Disabilities Enrollment	120	**Emerging Multilingual Learners Enrollment**[2]	1
Mission Statement			
The Children's Guild District of Columbia Public Charter School's mission is to use the philosophy of Transformation Education to prepare special needs and general education students for college, career readiness, and citizenship in their community by developing in them critical thinking and creative problem-solving skills, self-discipline and a commitment to serve a cause larger than themselves.			
Observation Window		**In-Seat Attendance Rate on Observation Day(s)**	
12/04/23 through 12/15/23		Visit 1. 12/07/23: 77.6% Visit 2. 12/11/23: 78.0%	

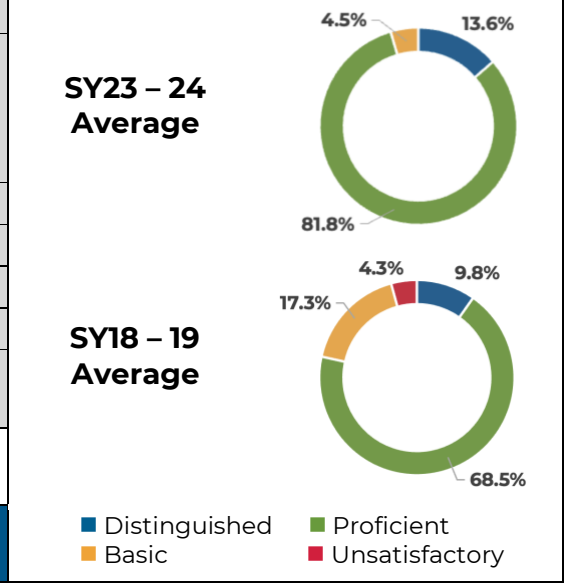
Observation Summary

During the two-week observation window, the QSR team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction at Children's Guild PCS. The QSR team comprised three DC PCSB staff members and consultants, including one special education expert.

[1] This enrollment figure is based on preliminary, unvalidated data as of the QSR document submission date, November 17, 2023.
[2] DC PCSB updated its terminology referring to charter students learning a new language. Emerging multilingual learner (EML) replaces the term English Learner (EL). For more information, see the DC PCSB announcement linked here: https://bit.ly/44plsmb.

In the Classroom Environment domain, the average was 3.09, indicating an overall rating just above proficient. The QSR team scored 95.5% of observations as distinguished or proficient in the classroom environment domain. The highest performing component in this domain was 2d, "Managing Student Behavior" with 100% of observations rated as distinguished or proficient. Across observations, student behavior was generally appropriate. See below for a breakdown of scores by component:[3]

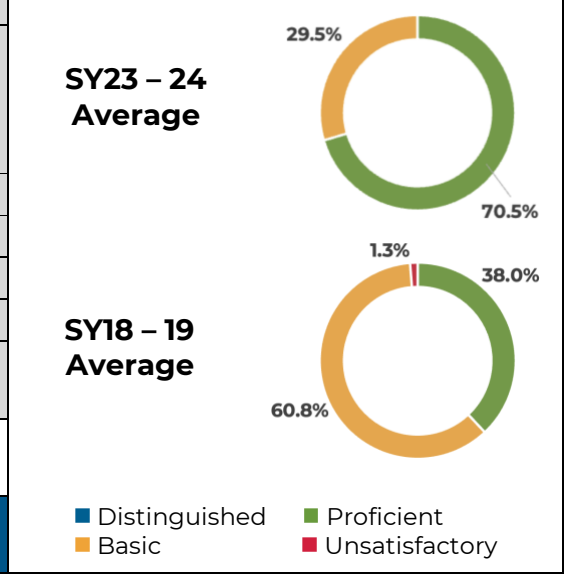
Domain	Classroom Environment				
Component	**2a** Creating an Environment of Respect and Rapport	**2b** Establishing a Culture for Learning	**2c** Managing Classroom Procedures	**2d** Managing Student Behavior	**2e**[4] Organizing Physical Space
Distinguished	0%	0%	0%	54.5%	0%
Proficient	100%	81.8%	100%	45.5%	100%
Basic	0%	18.2%	0%	0%	0%
Unsatisfactory	0%	0%	0%	0%	0%
Component Average	**3.00**	**2.82**	**3.00**	**3.55**	**3.00**
Domain Average	**3.09**				
% Proficient or above	**95.5%**				



[3] Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.
[4] Component 2e, "Organizing Physical Space" is not included in the "Domain Average," nor is it included in the "% Proficient or above" rate. While this component has been part of the 2013 edition of the Charlotte Danielson *Framework for Teaching*, SY 2023 – 24 is the first year in which DC PCSB pilots the evaluation of 2e. DC PCSB expects to evaluate component 2e beginning in SY 2024 – 25 officially.

In the Instruction domain, the average was 2.70, indicating an overall rating just below proficient. The QSR team scored 70.5% of observations as proficient in the instruction domain. The highest performing components in this domain were 3c, "Engaging Students in Learning," and 3d, "Using Assessment in Instruction," with 81.8% of observations rated as proficient. Across observations, teachers intellectually engaged most students in lessons and circulated classrooms, checking in with students one-on-one. See below for a breakdown of scores by component:[5]

Domain	Instruction				
Component	**3a** Communicating with Students	**3b** Using Questioning and Discussion Techniques	**3c** Engaging Students in Learning	**3d** Using Assessment in Instruction	**3e**[6] Demonstrating Flexibility and Responsiveness
Distinguished	0%	0%	0%	0%	0%
Proficient	63.6%	54.5%	81.8%	81.8%	83.3%
Basic	36.4%	45.5%	18.2%	18.2%	16.7%
Unsatisfactory	0%	0%	0%	0%	0%
Component Average	**2.64**	**2.55**	**2.82**	**2.82**	**2.83**
Domain Average	**2.70**				
% Proficient or above	**70.5%**				



[5] Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.
[6] Component 3e, "Demonstrating Flexibility and Responsiveness," is not included in the "Domain Average," nor is it included in "% Proficient or above" rate. While this component has been part of the 2013 edition of the Charlotte Danielson *Framework for Teaching*, SY 2023 – 24 is the first year in which DC PCSB pilots the evaluation of 3e. DC PCSB expects to evaluate component 3e beginning in SY 2024 – 25 officially.

Specialized Instruction for Students with Disabilities

Before the two-week observation window, Children's Guild PCS completed a questionnaire about how it serves students with disabilities. According to the school, "Special education teachers use a variety of teaching methods tailored to the diverse needs of their students. Differentiated instruction is commonly employed to address various learning styles and abilities." DC PCSB observed specialized instruction in the following settings: co-teaching and self-contained. Reviewers looked for evidence of the school's articulated program. Overall, DC PCSB found the school implemented its stated special education program with fidelity.

In the Classroom Environment domain, the special education observations' average was 2.83, indicating an overall rating just below proficient. In the Instruction domain, the special education observations' average was 2.75 indicating an overall rating just below proficient. See below for a breakdown of scores by component:[7]

Domain	Classroom Environment					Instruction				
Component	**2a**	**2b**	**2c**	**2d**	**2e**	**3a**	**3b**	**3c**	**3d**	**3e**
Component Average	3.00	2.33	3.00	3.00	3.00	2.67	2.33	3.00	3.00	2.67
Domain Average	**2.83**					**2.75**				

Key trends from the special education observations are summarized below.

- **Co-teaching:** DC PCSB observed one English language arts (ELA) co-taught inclusion classroom. In this classroom, one special education teacher and one general education teacher used the "One Teach, One Assist" model. The general education teacher delivered the whole-group lesson while the special educator circulated the classroom supporting students individually and in small groups. Each teacher demonstrated familiarity with the content, lesson structure, and their responsibilities throughout the learning block. Both the special education teacher and the general education teacher offered alternative approaches to support student learning. DC PCSB observed the following accommodations: clarification/repetition of directions, visual scaffolding, additional wait-time, speech-to-text, and ongoing checks for understanding.

[7] Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.

- **Self-contained:** DC PCSB observed one math and one ELA self-contained class. Both self-contained classes had multiple adults to support students. In one observation, one special education teacher was present with three students and two adults. In another observation, the special education teacher worked with 14 students and four other adults in the room. The special education teacher maintained sole responsibility for instruction, classroom procedures, and engagement. In both observations, students completed worksheets related to the content area. In one observation, students worked to solve division word problems by creating an array, or visual picture of the problem. In another observation, the teacher discussed the students' responses to a text comprehension activity. DC PCSB observed the following accommodations: clarification/repetition of directions, additional wait-time, speech-to-text, and ongoing checks for understanding.

Classroom Environment[8]

This table summarizes the school's performance in the Classroom Environment domain during the unannounced visits. The rating categories—"distinguished," "proficient," "basic," and "unsatisfactory"—come from the *Framework for Teaching*.[9] The QSR team scored 95.5% of classrooms as "distinguished" or "proficient" in the Classroom Environment domain.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
2a. Creating an Environment of Respect and Rapport	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **100%** of observations as **proficient** in this component. In the proficient observations, interactions between teachers and students and among students were uniformly respectful. In one observation, the teacher greeted students as they entered the classroom. In another observation, the teacher said to a student, "Great job!" and the student smiled in return. In another observation, students laughed with the teacher as the teacher read a funny metaphor. In another observation, the teacher began class by saying, "Good morning dream team! How is everyone feeling today?" Teachers also made general connections with individual students. In one observation, the teacher said to a student, "I'm so glad that you're going ice skating this weekend." Across observations, students exhibited respect for their teachers and classmates.
	The QSR team rated **none** of the observations as **basic** in this component.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2b. Establishing a Culture for Learning	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **81.8%** of observations as **proficient** in this component. In the proficient observations, teachers demonstrated a high regard for students' abilities. In one observation, the teacher pushed student thinking by asking challenging extension questions. The teacher said, "You ready? I'm going to throw one at you!" The teacher then asked the class to solve a problem involving more challenging numbers. In another observation, a student put their

[8] The QSR team may observe teachers more than once by different review team members.
[9] For details, see the framework's "Classroom Environment Observation Rubric," available in Appendix I.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	head down when it was time to begin independent work. The teacher approached the student and said, "Pick your head up. Come on, I know you can do this!" The student then began their work. In another observation, although the teacher provided scaffolds for reading written questions, the teacher ensured that students answered them themselves. The teacher said, "I will read the words for you, but you must come up with the answer. You must think for yourself."
	The QSR team rated **18.2%** of observations as **basic** in this component. In the basic observations, students exhibited limited commitment to completing work on their own; many students indicated they were looking for an "easy path." In one observation, students simply waited for the teacher to complete the work on the board and then copied it onto their worksheet. Teachers' energy for the work was also neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. In one observation, when students were not completing their work, the teacher encouraged them to keep working by saying, "Come on, we have to keep going." However, the teacher did not state why the work was important, why students should continue working, or attempt any other strategies to re-engage students.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2c. Managing Classroom Procedures	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **100%** of observations as **proficient** in this component. In the proficient observations, students productively engaged during small-group and independent work. In one observation, all students were on task for the entire duration of literacy centers. At one point, when one student attempted to distract another. The student responded, "Go to your center." The student then returned to their center and continued working. Transitions between large- and small-group activities were also smooth. In one observation, the teacher said, "When you hear the chime once, you will stand. When you hear it a second time, you will move to your center." Students then quickly followed this procedure with no reminders. In this same observation, the teacher displayed centers at the front of the classroom, making it clear where

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	students should be. Across observations, classroom routines functioned smoothly and, as a result, allowed teachers and students to maximize instructional time.
	The QSR team rated **none** of the observations as **basic** in this component.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2d. Managing Student Behavior	The QSR team rated **54.5%** of observations as **distinguished** in this component. In the distinguished observations, teachers silently and subtly monitored student behavior. In one observation, teachers monitored behavior through proximity and, when needed, silent redirections. In this observation, teachers did not need to use their voices at any point to correct behaviors. In another observation, the teacher preempted any misbehavior by reviewing classroom norms at the beginning of class. Across observations, student behavior was also entirely appropriate, and any misbehaviors were very minor.
	The QSR team rated **45.5%** of observations as **proficient** in this component. In the proficient observations, teachers' responses to student misbehavior were effective. In one observation, when students were talking over the teacher, the teacher redirected students by saying, "Class, class." Students then said, "Yes, yes," and all talking stopped. In another observation, when students continued fidgeting with items on their desk, the teacher took the items. Students did not get upset when the teacher took the items and instead re-engaged in the lesson. In another observation, the teacher purposely cold-called a student who was disengaged. The student then re-engaged. Across observations, student behavior was generally appropriate, and all misbehaviors were age appropriate.
	The QSR team rated **none** of the observations as **basic** in this component.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2e. Organizing Physical Space	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **100%** of observations as **proficient** in this component. In the proficient observations, classrooms were safe, and all students were able to see and hear the teacher or see the board. Across observations, teachers used Smart Boards or projectors at the center of the front of the room. Students sat facing the front of the room, allowing all students to see. In

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	one observation, when the writing on the board seemed small, the teacher said, “Let me make this larger so everyone can see.” Teachers also made appropriate use of available technology. In one observation, the teacher played the audio version of a text, while students followed along in their textbooks. In another observation, the teacher used the projector to model how to complete the assignment. In another observation, the teacher had students solve math problems on the Smart Board at the front of the classroom.
	The QSR team rated **none** of the observations as **basic** in this component.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.

Instruction

This table summarizes the school's performance in the Instruction domain during the unannounced visits. The rating categories—"distinguished," "proficient," "basic," and "unsatisfactory"—come from the *Framework for Teaching*.[10] The QSR team scored 70.5% of classrooms as "distinguished" or "proficient" in the Instruction domain.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
3a. Communicating with Students	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **63.6%** of observations as **proficient** in this component. In the proficient observations, teachers stated clearly what students would be learning. Teachers stated the following objectives: • "Identify and discuss examples of figurative language." • "Read and identify key parts of a story." • "Today, you will write about a holiday you celebrate." • "Today, we will simplify exponential expressions." Teachers' explanations of content were also clear and invited student participation and thinking. In one observation, the teacher explained that a food chain shows how energy moves from one living thing to another. The teacher said, "Let's look at the order of this food chain: grass, worm, chicken, person." In another observation, the teacher explained, "An exponent tells how many times to multiply the base." Students then did an example and calculated 10 to the third power. Across observations, students engaged with the learning tasks, indicating they understood what to do.
	The QSR team rated **36.4%** of observations as **basic** in this component. In the basic observations, teachers had to clarify the learning tasks so students could complete them. In one observation, many students stated they were confused after explaining the directions. Despite students saying they were confused, the teacher continued to repeat loudly over students, "Write the animal in the space provided." Students remained confused until the teacher reviewed the work on the board. Teachers made minor content errors. For example, in

[10] For details, see the framework's "Instruction Observation Rubric," available in Appendix II.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	one observation, the teacher repeatedly stated that rows go "up and down" as opposed to left to right.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
3b. Using Questioning and Discussion Techniques	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **54.5%** of observations as **proficient** in this component. In the proficient observations, teachers used open-ended questions, inviting students to think and offer multiple possible answers. Teachers posed the following questions: • "Why are these hands important in the community?" • "How can you tell these hands belong to a cook?" • "Where do living things get their energy?" • "Which animal is at the top of the food chain? Why?" • "What made you think that?" Questions allowed students to engage in discussion and share their personal ideas and thoughts. Teachers also asked students to justify their reasoning and most attempted to do so. In one observation, the teacher said, "Tell us why you like this holiday," and in another observation, the teacher asked, "What made you select this answer?"
	The QSR team rated **45.5%** of observations as **basic** in this component. In the basic observations, teachers framed some questions designed to promote student thinking, but many had a single correct answer. Teachers posed the following questions: • "What was your answer choice?" • "Is it a simile or metaphor?" • "What did the text tell us the important job of the brain and spinal cord is?" • "Do we have any new information?" • "Which one of these is an array?" Most questions had pre-determined answers, limiting student discussion. Teachers called on many students but only a small number participated in the discussion. Across observations,

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	teachers cold-called many students, or asked students to build on one another's responses. However, many times students did not answer.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
3c. Engaging Students in Learning	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **81.8%** of observations as **proficient** in this component. In the proficient observations, teachers invited students to explain their thinking as part of completing tasks. In one observation, the teacher asked students to "Explain and give an example," when completing questions on a worksheet. In another observation, the teacher required students to explain why they chose a specific holiday while drafting an essay. Most learning tasks had multiple correct responses or approaches. In one observation, the teacher asked students to complete a task thinking about their own community. In another observation, students chose which section of the text they wanted to read. Across observations, teachers intellectually engaged most students in lessons.
	The QSR team rated **18.2%** of observations as **basic** in this component. In the basic observations, teachers intellectually engaged only some students in lessons. In these observations, many students sat with their heads down or engaged in off-task behaviors such as playing with water bottles and paper and talking to their peers. Student engagement with the content was also largely passive. Students often waited until the teacher shared the answer to copy it on their paper.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
3d. Using Assessment in Instruction	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **81.8%** of observations as **proficient** in this component. In the proficient observations, teachers elicited evidence of student understanding. In one observation, students completed an independent worksheet pertaining to the day's lesson. The teacher then had students share their responses aloud. In another observation, the teacher asked many checks for understanding while modeling a problem on the board. The teacher asked, "What should I do next now?" and "If the bases are the same, what should I do with the

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	exponents?" Feedback also included specific and timely guidance, at least for groups of students. Across observations, teachers circulated classrooms, checking in with students one-on-one. In one observation, the teacher stated, "I got my purple pen out, ready to check. Get ready."
	The QSR team rated **18.2%** of observations as **basic** in this component. In the basic observations, teachers monitored understanding through a single method or without eliciting evidence of understanding from students. In one observation, when students showed they were confused, no attempts were made to further explain the content. In another observation, the teacher monitored understanding through checks for understanding while reading the text. However, the teacher often answered the question, limiting evidence of student understanding.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
3e. Demonstrating Flexibility and Responsiveness	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **83.3%** of observations as **proficient** in this component. In the proficient observations, when improvising became necessary teachers adjusted lessons. In one observation, when students were sent to work independently, some students indicated that they were confused. As a result, the teacher brought the class back together and did another example problem. Students were then able to understand the task. In another observation, when many students were absent the teacher said, "I don't want to start something new without everyone else here, so we are going to do something different today." In another observation, the teacher read the directions and questions aloud to students before having students complete the assignment. In another observation, the teacher played the audio version of the text for students who had difficulty reading.
	The QSR team rated **16.7%** of observations as **basic** in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.

Assignment Review

DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample ELA and math assignments Children's Guild PCS students received. The campus submitted five ELA samples and five math samples covering a range of grade levels and assignment types. Evaluators used TNTP's *Assignment Review Protocol* to assess whether the assignments:

1. aligned with the expectations defined by grade-level standards,
2. provided students with meaningful practice opportunities, and
3. gave students an opportunity to connect academic standards to real-world issues.[11]

Upon review, evaluators rated each assignment as "sufficient," "minimal," or "no opportunity," describing the opportunity students had to meaningfully engage in worthwhile grade-level content.[12,13]

Assignments are rated out of six total points across three domains (e.g., Content, Practice, and Relevance).[12] Each domain rating has a numerical value:

- Sufficient - 2 points
- Minimal - 1 point
- No Opportunity - 0 points

Then, the domain ratings are summed to get an overall score out of six points. Sufficient assignments require a minimum of four points.[13]

Of the five ELA samples submitted, three assignments received an overall rating of "sufficient." These assignments were aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standard. One assignment received an overall rating of "minimal." This assignment was aligned to grade-level foundational skills standards. However, the assignment did not incorporate more than one standard in service of comprehension or allow students to use their personal voice. One assignment received an overall rating of

[11] See the ELA Assignment Review Protocol here: https://bit.ly/3V5wbB8. See the Math Assignment Review Protocol here: https://bit.ly/3SU5htz. These evaluation tools are based on TNTP's study, *The Opportunity Myth*, available here: https://bit.ly/2Dv7yId.
[12] For details, see a breakdown of each rating in Appendix III.
[13] For information about determining overall ratings, see the description and scale in Appendix IV.

"no opportunity." This assignment was not aligned to a high-quality, grade-appropriate text and did not contain questions that reached the depth of the grade-level standard. Evidence is captured below:

Assignment	Grade Level	Task Description	Rating		Evidence
Sample 1	K	Students listened to the text, "Schools Around the World," identified the topic, and then drew the central idea.	Sufficient	5 Points	This assignment aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standard. Students were also required to use what they learned in the text; However, students did not have the opportunity to use their personal voice.
Sample 2	4	Students read the text, "The Year of the Rat," and determined the point of view and how it changes throughout the text.	Sufficient	4 Points	This assignment aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standard. Students were also required to use what they learned in the text. However, the assignment did not integrate more than one grade-level standard in service of comprehension and students did not have the opportunity to use their personal voice.
Sample 3	8	Students read and annotated the text, "The Brave Little Toaster," and then answered multiple-choice and inferenced-based questions.	Sufficient	5 Points	This assignment aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standard. Students were also required to use what they learned in the text and provided the opportunity to use their personal voice. However, the assignment does

Assignment	Grade Level	Task Description	Rating		Evidence
					not integrate more than one grade-level standard in service of comprehension.
Sample 4	1	Students read a decodable text and asked "I wonder" questions. After reading students answered their own questions.	Minimal	2 Points	This assignment was aligned to grade-level foundational skills standards. However, the assignment did not incorporate more than one standard in service of comprehension or allow students to use their personal voice.
Sample 5	1	Students read the short story, "My First Day," and then completed a story map of the beginning, middle, and end.	No Opportunity	1 Point	The assignment was not aligned to a high-quality, grade-appropriate text and did not contain questions that reached the depth of the grade-level standard.

Of the five math samples submitted, all assignments received an overall rating of "sufficient." These assignments contained questions that reached the depth of the targeted grade-level standard and provided students the opportunity to engage with mathematical practices at the appropriate depth. Evidence is captured below:

Assignment	Grade Level	Task Description	Rating		Evidence
Sample 1	K	Students counted a set of objects to identify the total.	Sufficient	4 Points	This assignment contained questions that reached the depth of the targeted grade-level standard and provided students the opportunity to engage with mathematical practices at the appropriate depth. However, students did not have the opportunity to apply their mathematical thinking in a meaningful way.
Sample 2	1	Students used number bonds to solve addition problems.	Sufficient	4 Points	This assignment contained questions that reached the depth of the targeted grade-level standard and provided students the opportunity

Assignment	Grade Level	Task Description	Rating		Evidence
					to engage with mathematical practices at the appropriate depth. However, students did not have the opportunity to apply their mathematical thinking in a meaningful way.
Sample 3	3	Students rounded numbers to the nearest 100 or 10 using number lines.	Sufficient	6 Points	This assignment contained questions that reached the depth of the targeted grade-level standard and provided students the opportunity to engage with mathematical practices at the appropriate depth. Students also applied their mathematical thinking in a meaningful way through real-world application problems.
Sample 4	8	Students applied the properties of exponents to generate equivalent expressions.	Sufficient	4 Points	This assignment contained questions that reached the depth of the targeted grade-level standard and provided students the opportunity to engage with mathematical practices at the appropriate depth. However, students did not have the opportunity to apply their mathematical thinking in a meaningful way.
Sample 5	8	Students applied the properties of exponents to generate equivalent expressions.	Sufficient	4 Points	This assignment contained questions that reached the depth of the targeted grade-level standard and provided students the opportunity to engage with mathematical practices at the appropriate depth. However, students did not have the opportunity to apply their mathematical thinking in a meaningful way.

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC[14]

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued are comfortable taking intellectual risks.
2b. Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c. 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.

[14] Danielson, C. (2014). *The Framework for Teaching: Evaluation Instrument* (2013 ed.). The Danielson Group.

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2d. 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.
2e. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC[15]

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

[15] Danielson, C. (2014). *The Framework for Teaching: Evaluation Instrument* (2013 ed.). The Danielson Group.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3c. Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d. Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3e. Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

APPENDIX III: ASSIGNMENT REVIEW CRITERIA[16]

DC PCSB used the criteria below to assign an overall rating to each ELA assignment.

ELA			
Rating	**Content**	**Practice**	**Relevance**
Sufficient	The assignment is based on a high-quality, grade-appropriate text and contains questions that reach the depth of the grade-level standards.	The assignment both integrates standards and requires students to use what they learned from the text.	The assignment builds grade-appropriate knowledge, gives students a chance to use their voice and/or connects to real-world issues.
Minimal	The assignment is based on a high-quality, grade-appropriate text but does not contain questions that reach the depth of the standard.	Either the assignment does not integrate standards, or it does not require students to use what they learn from the text.	The assignment builds grade-appropriate knowledge but does not give students a chance to use their voice and does not connect to real-world issues.
No Opportunity	The assignment is not based on a high-quality, grade-appropriate text.	The assignment does not integrate standards and does not require students to use what they learn from the text.	The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice and does not connect to real-world issues.

[16] These criteria are based on TNTP's (2018) *The Student Experience Toolkit*, available here: https://bit.ly/3YMPUFO.

DC PCSB used the criteria below to assign an overall rating to each math assignment.

Math			
Rating	**Content**	**Practice**	**Relevance**
Sufficient	All the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.	The assignment connects academic content to real-world experiences and allows students to apply math to the real world in a meaningful way. It may also include novel problems.
Minimal	More than half (but not all) of the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one critical math practice, but not at the level of depth required by the standard.	The assignment connects academic content to real-world experiences, but the problems do not allow students to apply math to the real world in a meaningful way.
No Opportunity	Less than half of the questions on the assignment reach the depth of the targeted grade-level standard.	The assignment provides no opportunity to engage with critical mathematical practices while working on grade-level content.	The assignment does not connect academic content to real-world experiences.

APPENDIX IV: OVERALL ASSIGNMENT RATING SCALE

DC PCSB used the criteria below to assign an overall rating to each assignment.

The overall assignment rating is used to reflect whether an assignment is considered grade-appropriate (*Sufficient*) or not grade-appropriate (*Minimal* or *No*), according to the TNTP assignment rating point scale.

There are three domains to the TNTP assignment tools: Content, Practices, and Relevance. Each domain is rated as 2 points (pts) – Sufficient, 1 point – Minimal, or 0 points – No.

TNTP's definition of a grade-appropriate assignment is an assignment that receives:

- both possible 2 points in the Content domain and
- at least 4 out of 6 points across the three domains of the rating scale

Content	Practice	Relevance	Overall Assignment Rating
Sufficient (2 pts)	Sufficient (2 pts)	Sufficient (2 pts)	**Sufficient (6 pts)**
Sufficient (2 pts)	Sufficient (2 pts)	Minimal (1 pt)	**Sufficient (5 pts)**
Sufficient (2 pts)	Sufficient (2 pts)	No (0 pts)	**Sufficient (4 pts)**
Sufficient (2 pts)	Minimal (1 pt)	Minimal (1 pt)	**Sufficient (4 pts)**
Sufficient (2 pts)	Minimal (1 pt)	No (0 pts)	**Minimal (3 pts)**
Minimal (1 pt)	Minimal (1 pt)	Minimal (1 pt)	**Minimal (3 pts)**
Minimal (1 pt)	Minimal (1 pt)	No (0 pts)	**Minimal (2 pts)**
Minimal (1 pt)	No (0 pts)	Minimal (1 pt)	**Minimal (2 pts)**
Sufficient (2 pts)	No (0 pts)	No (0 pts)	**Minimal (2 pts)**
Minimal (1 pt)	No (0 pts)	No (0 pts)	**No (1 pt)**
No (0 pts)	No (0 pts)	No (0 pts)	**No (0 pts)**