DC
PUBLIC
CHARTER
SCHOOL
BOARD

February 11, 2019

Nick Rodriguez, Board Chair
Capital City Public Charter School – Middle School
100 Peabody Street NW
Washington, DC 20011

Dear Mr. Rodriguez,

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 Capital City Public Charter School – Middle School between 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 Capital City Public Charter School – Middle School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Karen Dresden, Executive Director and Laina Cox, Principal

<h1 style="text-align:center">Qualitative Site Review Report</h1>

Date: February 11, 2019

<u>**Campus Information**</u>
Campus Name: Capital City Public Charter School – Middle School (Capital City PCS – Middle)
Ward: 4
Grade levels: Fifth through eighth

<u>**Qualitative Site Review (QSR) Information**</u>
Reason for Visit: School eligible for 20-year Charter School Review during 2018-2019 school year
Two-Week Window: November 26, 2018 – December 7, 2018
QSR Team Members: Two DC PCSB staff members including one special education (SPED) and English Learner (EL) specialist and two consultants
Number of Observations: 16
Total Enrollment: 334
Students with Disabilities Enrollment: 47
English Language Learners Enrollment: 60
In-seat Attendance on Observation Days:
Visit 1: November 29, 2018 – 97.6%
Visit 2: November 30, 2018 – 96.0%
Visit 3: December 3, 2018 – 95.6%
Visit 4: December 4, 2018 – 95.6%
Visit 5: December 6, 2018 – 96.4%

Summary
The mission of Capital City PCS is to

> "enable a diverse group of students to meet high expectations; develop creativity, critical thinking, and problem-solving skills; achieve a deep understanding of complex subjects; and acquire a love of learning along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility."

The QSR team observed evidence that Capital City PCS – Middle's classroom environment and instructional delivery support its mission. All teachers used strategies to support the school's commitment to the research-based Expeditionary Learning Model[1], resulting in engaging instruction, relevant content, and extensive student participation. Students had frequent opportunities to exercise their agency, including in "Intensives," a purposeful homeroom period at the start of the day. During Intensives, students took advantage of opportunities to seek out support on

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[1] https://www.ccpcs.org/program/el-education

specific assignments. One student expressed, "I really need help on my science work," and the teacher worked one-on-one with the student who needed help, while another student worked independently on reading comprehension software.

To support all learners, Capital City PCS – Middle successfully implemented an Inclusion model. Inclusion teachers serve special education students and English Language Learners (EL) in the general education setting. Inclusion teachers effectively co-taught with lead teachers, supporting seamless instruction and facilitating a caring environment. Throughout the observations, differentiation and empathetic behavior management were the norm. Multiple teachers effectively used common strategies such as naming learning targets and employing countdown timers. Students responded positively to teacher directions, and misbehavior was minimal.

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, which is slightly down from the 80% the school earned in this domain in their last QSR in 2014[2]. The highest scoring components for the school were *Creating an Environment of Respect and Rapport* and *Establishing a Culture for Learning* with 81% of observations in each component rated as distinguished or proficient. Students interacted with each other and their teachers in positive, respectful ways. Teachers were primarily focused on engaging students in rigorous work. For example, in one observation the teachers demonstrated high expectations and did not let language barriers get in the way of all students engaging in grade level content; they successfully provided an EL student the opportunity to complete an exit ticket orally rather than in written form.

The QSR team scored 77% of observations as distinguished or proficient in the Instruction domain, which is slightly higher than the 75% the school earned in this domain in 2014. The *Communicating with Students* component received the highest score, with 94% percent of observations scored as distinguished or proficient. In these observations teachers' spoken and written language was expressive and teachers found opportunities to extend students' vocabularies, both within the discipline and for more general use. For example, one teacher helped a student understand the elements of essay structure by reinforcing key vocabulary. The teacher said, "You are missing your thesis. What is your central idea? That's what you're supposed to be arguing." Another teacher was explicit in their use of academic language with relevant analogies related to students' interests. Teachers

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[2] https://www.dcpcsb.org/qualitative-site-review/capital-city-middle-school-qsr

cultivated student understanding of key terms by inviting them to create their own real-world connections to the terms.

Governance
Nick Rodriguez chairs the Capital City PCS board of trustees. The school has been compliant with the School Reform Act[3] for the past five years, which requires the board to include two parent representatives and have a majority of DC residents.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, Capital City PCS – Middle completed a questionnaire describing its model to serve students with disabilities (SWD). The school's overall philosophy for SWD is: "Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students." Capital City PCS – Middle explained that it provides specialized instruction in the general education classroom and in small group settings outside of the classroom. In all but one observation described below, the school implemented its stated program with fidelity as evidenced by engaging students in learning.

DC PCSB observed four special education settings: one inclusion classroom with co-teachers, one small group with the reading specialist, one class called "Academic Support" led by an inclusion teacher and a dedicated aide, and "Intensives," a small-group class that uses adaptive software to support students in reading and math.

In the inclusion classroom, a general education teacher taught whole-group while the inclusion teacher primarily worked at one table group with two students. The SPED teacher facilitated turn-and-talks between students and provided a fidget device to a student who struggled to focus. The two students dictated their answers to the SPED teacher who wrote their answers on the exit ticket. The grade-level reading and writing was inaccessible to these students, but because they were able to share their thoughts orally, they could fully participate in the lesson and demonstrated understanding of the historical concept.

In the small-group reading intervention class, the same two students worked in a small group of four students. In this observation, the text was on their reading level (four grade levels below the grade they were in). Students read independently using strategies clearly printed onto each student's bookmark. The teacher explained how and when students could use each strategy. Then, the teacher read one-on-one with each student to take a running record of their progress. One student used a strategy called "Chunky Monkey" where he chunked words into smaller pieces. Another student used the strategy of "Check-in Chicken" where he asked himself if a word

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

made sense before moving on in the text. The teacher then led a comprehension discussion and provided sentence starters to ensure all student made text-based inferences.

In an Academic Support classroom, students practiced annotation of a grade-level poem. In this small group, there were four students, one inclusion teacher, and a dedicated aide. The teacher read aloud and asked students to make inferences. For example, the teacher said, "His teeth are rattling. What does that tell us about how the character is feeling?" In this observation behavior issues led to a loss of instructional opportunities and the teacher didn't provide feedback on the students' written answers or progress.

Finally, DC PCSB observed an "Intensives" classroom for 30 minutes prior to the first class period of the day. In this observation SWD students received one-on-one support on their homework from the day before. The students needed significant behavioral support, which the teacher excelled at providing. Each student had a labeled bin with materials specific to the student's needs. One student preferred to only communicate to the teacher by writing words on a whiteboard. Another student needed headphones and chosen music to focus. Another student worked independently on the online program MobyMax[4], which specializes in closing learning gaps. The teacher set the program to the student's level and held high expectations. When the student said, "Don't tell me you're going to force me to do it," the teacher replied, "Oh, but I am because you can't get better at reading if you don't actually read." The student chuckled and when they completed the assignment, the teacher praised their efforts.

Specialized Instruction for English Learners
Capital City PCS – Middle enrolls 60 English Learner (EL) students. Prior to the two-week window, the school completed a questionnaire describing its language acquisition program. The school wrote that it uses a sheltered instruction model in which ELs receive academic language instruction from their content teachers within their content classes. Beginners (i.e., students at levels 1 and 2 of English language proficiency) also receive direct instruction in English in one-on-one sessions or small-group classes led by the EL specialist. In these settings, they review or preview key concepts in their first language as needed. Overall, Capital City PCS – Middle provides targeted and effective instruction to develop students' English language proficiency and address grade-level content standards. Across all EL observations, teachers skillfully integrated lesson content by using meaningful activities and hands-on materials with multiple opportunities for students to practice the four language domains: reading, writing, listening, and speaking.

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[4] htttps://www.mobymax.com/

DC PCSB observed three EL settings: inclusion with an EL specialist providing support in the general education classroom, one-on-one, and "Intensives," a small group class using Leveled Literacy Intervention (LLI) curriculum with the EL specialist.

In the inclusion classroom, groups were intentionally arranged so that students with lower language proficiency levels were teamed up with native English speakers, and the teachers provided multiple opportunities for students to read, listen, speak, and write academic vocabulary. The teacher "cold called" students to read the content vocabulary (e.g. execute, department), their definitions, and example sentences. Each word was accompanied by a picture to provide visual support. Turn-and-talk prompts like "How will I know if you've *executed* your homework?" allowed students to make new connections with these terms. Next, the content teacher assigned each group a stack of vocabulary words to sort into the three government branches. The activity and accompanying hands-on materials allowed students to apply content and language knowledge. Students explained their thinking to one another and worked together to apply feedback from the circulating teachers. The EL specialist provided support to students in their native language as needed. As an extension activity, most groups made sentences with the vocabulary word cards, providing an opportunity to practice these terms in the writing domain.

In the pull-out session the EL teacher provided targeted instruction on simple and complex sentence structures. The instructional activities – reviewing the differences between the sentence types in a T-chart, reading and analyzing student work for sentence complexity, and coming up with and speaking complex sentences based on action dice – provided multiple opportunities for students to practice the lesson's skill across all four language domains. Although the teacher did not always urge the student to explain his/her thinking, the teacher did assess the student's comprehension at various points and clarified key concepts in the student's native language. Also, the student engaged in peer-assessment, accurately rating a peer's writing sample using an English language proficiency rubric.

In "Intensives," the teacher successfully engaged students in learning by aligning the activities to their reading levels and providing scaffolds in both English and Spanish, the native language of the small group. Furthermore, the teacher explained the language content clearly and pointed out possible areas or misunderstanding, drawing upon students' knowledge of their native language. To explain what makes the word 'believe' tricky to spell, the teacher said, "'i' words can be tricky, especially if you think about Spanish. In Spanish, the 'i' makes a long 'e' sound. In English, the 'i' can make a few different sounds depending on who it is teaming up with."

THE CLASSROOM ENVIRONMENT[5]

This table on the following page 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 81% of the observations as distinguished or proficient in this component. Teachers consistently demonstrated care and respect in their interactions with students. In multiple proficient observations teachers reached out to individual students with comments including, "I haven't seen you, how are you doing?" and "Are you okay?" In another observation, the teacher set classroom expectations while empathizing with students' curiosity about the lab equipment by saying, "You're going to be tempted, okay? I understand, I completely understand. But resist the urge. We don't want anybody to get hurt." Teachers expressed joy in working with students. In one proficient observation, the entire class and teacher laughed together when a student made a joke about the content that used a play on words. In another observation, when a student told the teacher that she might be in class tomorrow, the teacher responded with enthusiasm, "Please come! I found a picture of you in fifth grade to show how much you've learned!"	Distinguished	31%

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

The Classroom Environment	Evidence	School Wide Rating	
	In several of the distinguished observations, students participated without fear of put-downs or ridicule from either the teacher or their peers. In one observation the teacher encouraged and celebrated a student's success in discovering a rule for aligning decimal points in the addends of an equation, saying, "Say the rule loud and proud!" The student and many of her classmates smiled. In another observation, the teacher used a gentle tone of voice and called each student's name when calling on students during a class discussion. Each student that was called on responded with respectful, relevant contributions.	Proficient	50%
	The QSR team scored 19% of the observations as basic in this component. In these observations teachers attempted to make connections with individual students, but student reactions indicated these attempts were not entirely successful. In one observation the teacher sought to help students understand the daily tasks but rushed through the conversation. When a student asked a question about the agenda, the teacher responded, "I'm trying to move on whether I'm right or wrong." In another observation, students sometimes ignored the teacher's instructions, particularly when managing transitions. In one observation the teacher corrected students after an inefficient and noisy transition saying, "You need to think about what you're doing right now in our community and if it's helpful or if it's holding us up. Let's try one more time. Pencils up." The second attempt at the transition yielded only slightly more efficient results.	Basic	19%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Establishing a Culture for Learning	The QSR team scored 81% of the observations as distinguished or proficient in this component. High expectations for hard work were the norm in the majority of observations. Students frequently demonstrated enthusiasm for learning. In one proficient observation multiple students asked to return to class during their lunch period to extend their academic discussion, and they teacher agreed to do this. In another proficient observation, three students requested to visit their teacher during their lunch period for additional support on an essay assignment, which the teacher agreed to accommodate. In another observation the teacher empathized with students but still encouraged them to persist. The teacher said, "Yes, this puzzle is hard for a lot of people, but tell me what you can figure out in it."	Distinguished	31%
	Students indicated through their questions and comments a desire to understand the content. One student offered a highly detailed explanation of how a scenario in the Fortnite videogame illustrated key terms from the judicial system and multiple students gave shouts of affirmation. In another proficient observation the teacher prompted students to engage in a wrap-up discussion after a lab activity. The teacher said, "Tell me one thing you know now that you didn't know when you first started the lab… Tell me something that didn't work today." Many students built off each other's comments. In several of the distinguished observations, teachers conveyed the satisfaction that accompanies a deep understanding of complex content. In one class the teacher smiled and gave a verbal affirmation each time students used technical language (hypothesis, electron) when engaging in a preliminary discussion before a science lab activity. In another class the teacher cued the students to concentrate on their rationales, saying, "The math [in this activity] is pretty short but I want you to focus on the explanation. I want to see a lot of words here, I want to see your thinking. Of course, you still need to show in the numbers you're thinking."	Proficient	50%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 19% of the observations as basic in this component. In some basic observations some teachers' actions indicated the belief that not all students were capable of high-level work. In one example, the teacher spent the entire 30-minute observation working with only one group of five students, while the rest of the class engaged in off-topic conversations the entire time. In another basic observation, the teacher demonstrated neutral energy for the work, appearing to be going through the motions by assigning a drill-based worksheet for a significant length of the observation. Without opportunities during or after the activity to share, reflect, or have their work assessed, students worked on completing the task at hand, for which the worksheet directions were simply "Find the sum."	Basic	19%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 63% of the observations as distinguished or proficient in this component. Transitions and classroom procedures functioned smoothly in most observations. In these observations minimal or no instructional time was lost during transitions. In one proficient observation students worked from binders organized with tabs for each section of the lesson. In another proficient observation, the teacher effectively used class norms and a timer to ensure that all students were ready to proceed with the lesson. During independent work time the teacher asked, "Fist of five, do people need more time?" Students silently indicated how much more time they needed and raised zero through five fingers. The teacher responded, "I see some zeroes, and I see some threes. So let's average it. We'll do another minute and a half," and reset the timer accordingly. When the timer beeped, the class quickly launched into a substantive discussion.	Distinguished	13%

The Classroom Environment	Evidence	School Wide Rating	
	In distinguished observations students took initiative in the management of instructional groups and transitions, as well as the handling of materials and supplies. In one observation, the teacher effectively used short countdown cues, with all students ready and making eye contact each time the teacher counted to one.	Proficient	50%
	The QSR team scored 38% of the observations as basic in this component. In these observations procedures for transitions were established, but did not run smoothly. In one observation the teacher attempted to use a countdown to let students know when to be prepared for the start of a new activity but trailed off when s/he reached the number 3. This led to some lost instructional time. In another observation almost half of the students were out of their seats socializing while one teacher handed out papers; this led to several minutes of lost instructional time.	Basic	38%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 66% of the observations as distinguished or proficient in this component. In some of these observations student behavior was entirely appropriate while in others teachers' responses to student misbehavior was consistent, proportionate, and respectful. In one proficient observation the teacher separately told two students who were misbehaving to "take a break." In each instance, the student immediately moved to the "take a break" section of the room, filled out a reflection form, and rejoined the class with no subsequent misbehavior.	Distinguished	33%

The Classroom Environment	Evidence	School Wide Rating	
	In another proficient observation the teacher effectively cued students to improve when s/he observed misbehavior with comments such as, "This is a silent minute," or "Make a choice [student's name]." The teacher was vigilant during independent work time when students veered off-task, and made effective redirections such as, "We're going to have to put that away because I had that conversation with you this morning," to which the student immediately complied. In distinguished observations, students intervened with classmates at appropriate moments to ensure compliance with standards of conduct. In one observation when a student excitedly stated that he hoped a certain word would be called out in a BINGO game, another student quietly shushed him and he complied.	Proficient	33%
	The QSR team scored 33% of the observations as basic in this component. In these observations teachers attempted, with uneven results, to maintain order in the classroom. In one observation the teacher paused the lesson to express frustration at students' behavior and asked them to reflect on their choices: "What were the behaviors we saw that were alarming and not us at our best? What else were people doing that was not ok?" Some instructional time was lost and the class behavior only marginally improved. In another observation a teacher confiscated one student's laptop for engaging in off-task behavior but later ignored or did not see other students engaging in a tug-of-war with a laptop. In another observation the teacher attempted to keep track of student behavior by placing marbles in the jars of on-task groups of students. The system was inconsistently implemented throughout the class period.	Basic	33%
	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 77% 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 an exceptionally high 94% of the observations as distinguished or proficient in this component. In many observations teachers linked the instructional purpose of the lesson to the larger curriculum. Teachers provided clear directions and procedures, and anticipated possible student misunderstandings. In one proficient observation the teacher ensured that students understood that they were beginning a new math unit on using decimals in equations. The teacher coherently linked the new unit to previous assignments. (Ex. "This unit comes right after place value for a reason-- in place value we learned…"). In another proficient observation, the teacher quickly and clearly laid out expectations for completing a lab, while ensuring that the students felt safe exploring a new activity format. The teacher said, "I know you haven't done independent labs yet this year, so let's go over the expectations." In the distinguished observations explanations of content were thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. In one observation the teacher helped students understand a term (interpret) by providing an example from their experiences: "Have you ever been mad because of the way someone talked to you or looked at you? You interpreted the way they were looking at you. Someone else may have thought she was just zoning out, but you may have decided what something means… you interpreted."	Distinguished	38%

Instruction	Evidence	School Wide Rating	
	In another observation the teacher discussed real-life examples of the judicial branch's work, and students themselves explained content to peers. In one observation the teacher shared an exemplar of a writing assignment, and students described successful parts of it with accuracy and clarity, helping one another better understand the assignment. (Ex. "I like how he uses capital letters and repetition of some phrases to emphasize certain ideas." "[The writer] kind of immerses us into Malcolm X's time when he is talking...into his thoughts ...") The teacher synthesized their comments while tying the discussion back to the learning target by adding, "A big part of this assignment is to imagine what it might be like to be somebody else..."	Proficient	56%
	The QSR team rated 6% of the observations as basic in this component. In these observations explanations of content and vocabulary lacked clarity. In the basic observation the teacher had to repeatedly clarify the differences between the simple and complex sentence types in order for the student to complete the learning task. At the end of the lesson, the student did not, in writing or speaking, articulate the differences between simple and complex sentences, so it was unclear if they understood the content.	Basic	6%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 64% of the observations as distinguished or proficient in this component. In these observations teachers challenged students to justify their thinking and successfully engaged most students in the discussion, employing a range of strategies to ensure that most students were heard. In one proficient observation the teacher moved effectively between cold-calling students and asking follow-up questions such as "What is the difference between applying that law and interpreting it?" The teacher affirmed student participation with "Nice judicial language!" and ensured all students felt safe to engage [Ex. "You had it, what was it? Okay, we'll come back to you."] Nearly all students actively engaged in the discussion. In another proficient observation, the teacher framed a reflective conversation with well-chosen language. The teacher said, "Tell me one thing you know now that you didn't know when you first started the lab," and "Tell me something that didn't work today," which led to broad participation across the class. In distinguished observations students themselves extended the questioning and discussion. In one observation the teacher asked a mix of recall and high-level questions using "equity sticks" to involve all students. For example, one teacher asked, "What is the best way to correct the sentence?" When multiple students provided a variety of responses, the teacher affirmed their contributions, invited more participation ("This kind of sounds like a list…"), and encouraged deeper thinking ("This just showed us that there are a million ways to correct mistakes.") In another observation, students formulated many questions, initiated topics, challenged one another's thinking, and made unsolicited contributions. The teacher frequently restated students' responses and asked, "Does anyone want to challenge that?" Multiple students engaged in the discussion to elaborate their thinking or posed questions to their peers.	Distinguished	14%

Instruction	Evidence	School Wide Rating	
	In one distinguished observation the teacher used a variety of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. In one observation the teacher elicited substantial participation from nearly all students when asking probing questions framed as intentionally incorrect assertions. For example, "I've been taught to line up numbers on the right, so that has to be correct." Students explained to line up vertical equations on the decimal point."	Proficient	50%
	The QSR team rated 36% of the observations as basic in this component. In these observations teachers' questions often led students through a single path of inquiry, with answers seemingly determined in advance. In one observation the teacher guided students through solving addition problems using decimals. The teacher only asked questions about how to align and solve the equations without probing for rationales or alternate explanations. At times, teachers did not build on ideas offered by students. In one basic observation when students offered ideas, the teacher did not acknowledge or build on them. When one student offered an impassioned opinion and said, "I'm trying to articulate a lot of words... sometimes if someone lives with their family, it's because they may be helping out. If someone lives in their parents' basement, it doesn't mean they failed in life or failed the American dream." The teacher responded by redirecting the behavior of other students and did not respond to or build upon the student's point.	Basic	36%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 76% of the observations as distinguished or proficient in this component. In many observations the learning tasks and activities were designed to challenge student thinking and invited students to make their thinking visible.	Distinguished	13%

Instruction	Evidence	School Wide Rating	
	In one proficient observation students worked in groups to build electromagnets. Throughout the activity students documented their observations and revisited their hypotheses. In another proficient observation the teacher skillfully designed activities with stimulating and hands-on materials that engaged students in higher-order thinking. Instructional materials, including sight word Bingo boards and dice with actions depicted on the sides, supported intellectual engagement and allowed students to engage with the learning target through a variety of modalities and language domains. Additionally, the teacher aligned activities to students' reading and/or English language proficiency levels. In distinguished observations the lesson materials strongly supported the lesson objective and all students demonstrated full engagement throughout the lesson. All students fully engaged in "turn and talk" conversations about content with peers and students who finished tasks early took immediate steps to begin their next assignments. In one observation students served as resources for one another. Students displayed their work on the document camera and explained each strategy they used to solve rigorous multi-step problems.	Proficient	63%

Instruction	Evidence	School Wide Rating	
	The QSR team rated 25% of the observations as basic in this component. In basic observations each lesson had a recognizable structure; however, the pacing of the lessons may not have provided students the time needed to be intellectually engaged or was so slow that many students had a considerable amount of downtime. In one observation, the teacher struggled to maintain individualized "tracks" of student activities. The teacher responded to a student who said that he didn't have his normal amount of independent reading time and said, "I'm sorry guys, it's too many tracks for me to manage." Later the teacher paused the academic content of the lesson midstream to ask students a series of questions about how they could improve their behavior. In another observation students solved equations for most of the period and were not required to show their work or rationales.	Basic	25%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 76% of the observations as distinguished or proficient in this component. In these observations students were aware of the assessment criteria and the teacher monitored learning for groups of students. Teachers frequently referenced the day's "learning targets" when explaining expectations for how students should complete their assignments. In one proficient observation, the teacher invited students to rate the complexity of a peer's work. ("I think it's a four. There are complex sentences. They answered the question and explained the answer, but the punctuation has some mistakes.") The teacher affirmed the student's assessment and used the opportunity to provide further guidance.	Distinguished	13%

Instruction	Evidence	School Wide Rating	
	The teacher said, "You are right! This is a four, and you still found some mistakes," and "That's important to realize. It's not always about how perfect your writing is, but how you express your ideas." In distinguished observations the teacher provided detailed rubrics and even invited students to contribute to the rubrics. In one observation students self-assessed on a scale of one to four and wrote outstanding questions they still had for their teacher. The teacher differentiated assessment methods for students with disabilities, allowing students who could not write to dictate their responses to the lead and inclusion teachers, thus enabling all students to fully participate in the lesson. In another distinguished observation, the teacher facilitated an effective peer-to-peer feedback session and supplied students with specific peer-editing checklists.	Proficient	63%
	The QSR team rated 25% of the observations as basic in this component. In these observations there was little evidence that students understood how their work would be evaluated. In one observation students read a text and answered low-level comprehension questions without the teacher providing clarity on the standards of quality work. In another observation, the teacher worked only with one group of five students and did not provide the class with an explanation of how their work would be evaluated.	Basic	25%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: CLASSROOM ENVIORNMENT 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	19%	19%	38%	33%	6%	36%	25%	25%
Proficient	50%	50%	50%	33%	56%	50%	63%	63%
Distinguished	31%	31%	13%	33%	38%	14%	13%	13%
Subdomain Average	3.13	3.13	2.75	3.00	3.31	2.79	2.88	2.88

	Domain 2	Domain 3
% of Proficient or above	73%	77%
Domain Averages	3.00	2.96