DC PUBLIC CHARTER SCHOOL BOARD

November 8, 2018

Dennis Sawyers, Board Chair
Early Childhood Academy PCS
4025 9th St SE
Washington, DC 20032

Dear Dennis Sawyers:

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 to petition for 15-year Charter Renewal during 2019-20 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Early Childhood Academy Public Charter School (Early Childhood Academy PCS) between September 24, 2018 – October 5, 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 Early Childhood Academy PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Wendy Edwards, Executive Director

Qualitative Site Review Report

Date: November 8, 2018

Campus Information

Campus Name: Early Childhood Academy Public Charter School (Early Childhood Academy PCS)
Ward: 8
Grade Levels: Prekindergarten-3 (PK3) through grade 3

Qualitative Site Review Information

Reason for Visit: School eligible to petition for 15-year Charter Renewal during 2019-20 school year
Two-week Window: September 24, 2018 – October 5, 2018
QSR Team Members: Two DC PCSB staff members, one consultant, and one special education specialist
Number of Observations: 10 (including two special education pull-out observations not included in scoring)
Total Enrollment: 246
Students with Disabilities Enrollment: 37
English Language Learners Enrollment: n<10
In-seat Attendance on Observation Days:
Visit 1: September 24, 2018 – 95.6%
Visit 2: September 27, 2018 – 92.0%
Visit 3: October 3, 2018 – 90.5%
Visit 4: October 5, 2018 – 91.7%

Summary

Early Childhood Academy PCS's mission is "to foster the academic and social/emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers who will thrive for a lifetime as productive and caring citizens."

In the past five years, Early Childhood Academy PCS saw a decrease in its Qualitative Site Review (QSR) scores in both the Classroom Environment and Instruction domains. Some positive general observations during the two-week observation window included parents being greeted by name during drop-off. Each day started with a student reciting an affirmation chant on the loudspeaker, followed by a recognition of student birthdays. Adults in the building referred to students as "friends" and "masters." Students smiled often and seemed genuinely happy to be learning at school. The QSR team

observed very few instances of misbehavior. Most teachers, especially those in the early childhood grades, demonstrated an interest in the whole child by asking questions about students' lives outside of school. Most teachers modeled enthusiasm for learning and students were engaged in learning tasks, even when not directly supervised. All classes had at least two teachers who provided opportunities for small group instruction in nearly every observation.

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 63% of observations as distinguished or proficient in the Classroom Environment domain, a decline from the 75% proficient or distinguished score that Early Childhood Academy PCS earned during its last QSR in 2014. The weighted domain average for Classroom Environment is 2.91, meaning on average teachers scored just below proficient, the second highest ranking on the rubric. Several observations were rated as distinguished—the highest level of the rubric, and only one observation received an unsatisfactory score—the lowest level of the rubric. The QSR team noted a marked difference between the school's early childhood classes and its upper elementary grades in the Classroom Environment domain. In both upper elementary observations teachers used sarcasm and put-downs. Although these observations were an anomaly compared to the school as a whole, their impact was significant.

The QSR team scored 59% of observations as distinguished or proficient in the Instruction domain, a significant decline from its score of 85% in 2014. The domain average is 2.59, meaning on average teachers fell right between basic and proficient. There were no distinguished scores in this component and only one unsatisfactory score. Questioning in classroom discussion consisted mainly of recall questions with a single correct answer, with little opportunity for students to engage in more open-ended discussion. While there was a lot of student choice and differentiation, several learning activities lacked rigor and there were few opportunities for higher-level thinking. For example, one teacher used a matching game that only required students to point to certain letters. Another teacher solved word problems on the board as students copied down the teacher's work on their own papers.

Governance
Early Childhood Academy PCS's Board of Trustees is chaired by Dennis Sawyers. There are currently eleven board members, a majority of whom are DC residents. The board includes two parent board members and has been fully compliant with its bylaws and the School Reform Act over the past five years.

<u>Specialized Instruction for Students with Disabilities</u>
Prior to the two-week window, Early Childhood Academy PCS completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program. DC PCSB observed inclusion in the general education settings where two teachers were present and one-on-one instruction in the self-contained setting. DC PCSB observed effective strategies for differentiation and checks for student understanding, including intentional small groups and one-on-one instruction with differentiated materials and learning objectives. With the exception of one observation, co-teaching was strong with effective use of questioning and engaging materials. In one observation, however, the QSR team observed a lack of teacher engagement.

- The school reported that all general education classrooms have two teachers to ensure that students have opportunities for small group and one-on-one instruction. DC PCSB observed intentional student groupings in most general education observations. In one observation co-teachers facilitated two small groups for specific students, while the rest of the class worked independently on iPads. Each small group had different learning objectives and differentiated materials for students. One group focused on name writing and name recognition using letter tiles while the other group focused on letter matching. The classroom rotation schedule included an opportunity for students to independently apply the skills they learned in small groups.

- In another observation the lead teacher pulled a small group while the assistant teacher led the whole group. Both groups focused on the same learning objective. The assistant teacher effectively facilitated personalized instruction by using white boards to scaffold the assigned word problems. In a different observation three teachers were present, but not all were intentionally engaged in student learning. One teacher stood to the side of the carpet during most of the lesson and did not interact with students at all, while the other teacher sat on the carpet with students and repeated directions but did not engage in all of the turn-and-talks.

- To provide accommodations according to the Individualized Education Plans (IEP) for SWD, the school stated that observers might see students receive the following: extra time on classroom assignments or tests, preferential work space with limited distractions, flexible seating assignments, frequent checks for understanding, frequent breaks and repetition of directions. Additionally, the school noted that teachers

may use timers, picture schedules, fidgets, weighted vests or spiky tactile cushions to support the individualized needs of SWD. Teachers in multiple classrooms effectively implemented many of these accommodations . In an inclusion classroom the special education teacher sat next to two students on the carpet and repeated directions and facilitated an out-of-classroom break. During a pull-out one-on-one lesson in the self-contained classroom, DC PCSB observed a teacher offer a student a pencil grip, a fidget, and paper with a dotted midline for handwriting support. Students in the self-contained classroom had two five-minute breaks where each student chose an academic-focused center activity. In multiple observations observers saw flexible seating, timers, picture schedules, structured movement breaks, and songs to facilitate transitions between groups. In one classroom there were cushions available but the teacher specifically didn't allow students to use them.

- To provide modifications the school indicated that a student with an IEP may be required to complete fewer or different assignments than his/her peers and that alternative projects may be assigned, as prescribed in their IEP. The school explained that students might be given the opportunity to orally report their responses rather than write them. The QSR team observed differentiated assignments in small groups. On two occasions students were given the option to orally report their answers.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 63% 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 76% of the observations as distinguished or proficient in this component. In these observations talk between the teacher and students and among students was uniformly respectful and polite. Teachers often made connections with individual students and demonstrated care for their lives outside of school. When a student walked in late, one teacher said, "Oh, I'm so glad you're here and that you have your new glasses on!" Teachers encouraged students to speak respectfully to one another and led classroom chants to celebrate individual successes. Students often hugged one another and their teachers. One teacher said, "Are we all best friends?" and the whole class took turns hugging one another, saying, "You're my best friend, too!" In the distinguished observation, students participated without fear of put-downs. In one instance when a student did not know the answer, another peer said, "Can I please help him with this one?" The teacher agreed and the student smiled and said, "Thank you."	Distinguished	13%
		Proficient	63%

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

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 13% of the observations as basic in this component. In this observation students repeatedly got out of their seats, talked over the teacher, and jokingly hit one another during instruction. The teacher attempted to respond to disrespectful behavior among students with uneven results. Some students eventually complied while others continued to disregard the standards of conduct.	Basic	13%
	The QSR team scored 13% of the observations as unsatisfactory in this component. In this observation interactions were mostly negative. The teacher was visibly frustrated with the students and at times raised his/her voice and used sarcasm. The teacher yelled, "Have a seat," loudly to a student who was attempting to get a paper. When asked a clarifying question regarding an item on the test, the teacher said, "Don't question me." Peer-to-peer interactions were also negative at times. One student yelled loudly at another student to stop looking at his paper. Another student got angry after being reprimanded by the teacher and began to walk around the room before angrily kicking the door and leaving the room without permission. Another adult in the building was called to transition the student back into the classroom.	Unsatisfactory	13%
Establishing a Culture for Learning	The QSR team scored 63% of the observations as distinguished or proficient in this component. In these observations students consistently expended good effort to complete quality work. In multiple observations all students eagerly raised hands to participate in classroom	Distinguished	13%

The Classroom Environment	Evidence	School Wide Rating	
	discussions. Teachers insisted on correct language. One teacher said, "I see how you tried here, but that's not a blend. Remember, a blend is two letters working together. Try again." In another observation, the teacher reminded students who were using letter tiles to form their names to check their work against their nametags and insisted students correct their mistakes. In one observation a student was having trouble at the small group table so the assistant teacher called the student to the carpet for one-on-one support. In the distinguished observation, the teacher and students demonstrated a passion for the subjects they were exploring. When a student asked a question about unfamiliar punctuation, the teacher responded with enthusiasm: "I love your question! Let's talk about ellipses." Later in the observation, multiple students correctly used the term *ellipses*. Students frequently assisted classmates in understanding the content and initiated celebrations for one another's academic successes.	Proficient	50%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 38% of the observations as basic in this component. In these observations the teacher's energy for the work was neutral. In one observation many of the same students called out answers throughout the lesson, and there was no expectation for all students to participate. The teacher answered their own questions when students gave partial or incorrect answers. For example, a teacher asked, "What is the character's problem?" Several students answered by saying, "He's shivering." The teacher responded, "Good job. He was shivering because he was cold." In another observation three students had their desks removed from the main group and were sitting in "islands" at the back of the room. None of these students participated in the discussion. One of the students sitting in an island asked for the worksheet to follow along, but the assistant teacher didn't have an extra for him, and he disengaged.	Basic	38%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 51% of the observations as distinguished or proficient in this component. Notably, over a third of observations earned the highest rating. Teachers had established routines in place to ensure transitions between small group rotations functioned smoothly. Students consistently knew how to line up, what signals to use, and how to safely access materials. Students working independently on laptops or iPads knew how to login without teacher supervision. In one observation the teacher assigned a student to lead the bathroom transition, freeing up	Distinguished	38%

The Classroom Environment	Evidence	School Wide Rating	
	the teacher to set up the next activity, resulting in no loss of instruction time.	Proficient	13%
	The QSR team scored 50% of the observations as basic in this component. In these observations some instructional time was lost due to inefficient and inconsistent classroom routines. In one observation students seated at the small group table were left waiting for several minutes while the teacher gathered materials for students working on the carpet. In another observation the teacher spent minutes asking individual students to put down their pencils between each step of a multi-step activity. Students became frustrated and disengaged from the lesson by staring into space or talking to their peers.	Basic	50%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 63% of the observations as distinguished, the highest rated component in the review. In these observations student behavior was entirely appropriate with no instances of misbehavior. Teachers effectively used norms and routines to keep students on-task. When necessary, teachers redirected with positive framing and students responded quickly. For example, one teacher said, "Group A , relax. I see you're excited but give the first group five more seconds to get up and move." Another teacher said, "I'll wait for my friends to finish up before I give my next expectation." Teachers used ClassDojo[2] points and paper	Distinguished	63%

[2] Classdojo.com: ClassDojo is a classroom communication app used to share reports between parents and teachers. Teachers track student behavior and upload photos or videos.

The Classroom Environment	Evidence	School Wide Rating	
	star charts to reinforce positive behavior. Students responded to earning these points with enthusiasm. In one observation students themselves initiated cooperative turn-taking in a center without any teacher supervision.	Proficient	0%
	The QSR team scored 38% of the observations as basic in this component. In these observations teachers attempted to manage behavior with uneven success. At times students complied with instructions, and at other times, they did not. One teacher repeatedly said, "When I say listen, you say shhh" but students continued to talk without consequences. In these observations teachers deducted ClassDojo inconsistently. One teacher's attempt to redirect student misbehavior escalated the incident as the teacher's diction and tone became harsh. In this observation student misbehavior was limited to a few students, but it was enough of a distraction to delay the lesson.	Basic	38%
	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 59% 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 75% of the observations as proficient and none as distinguished in this component. In these observations teachers clearly communicated the purpose of each lesson. At the start of small groups, one teacher said, "We know good readers use pictures to find out the meaning of new words, and that is what we are going to do." Teachers engaged in vocabulary-rich conversations with students and provided child-friendly definitions for words that were new or unfamiliar. One teacher explicitly taught strategies while inviting student participation and critical thinking. In another instance a teacher modeled a think-aloud to introduce a new book.	Distinguished	0%
		Proficient	75%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 25% of the observations as basic in this component. Directions were unclear at times, leading to some confusion among students about what to do or what they were learning. In one observation the teacher attempted to invite students to participate in the explanation of content. When students offered wrong answers, the teacher simply wrote down the steps and answers and asked students to copy the board. In another observation students listened to an audio recording of a book without the teacher stating the objective for the read-aloud. The teacher paused the story to ask questions, but it was unclear how the questions related to the overall purpose of the lesson.	Basic	25%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 50% of the observations as proficient and none as distinguished in this component. In these observations, teachers asked a mix of open- and closed-ended questions. After reviewing a book, one teacher asked, "Why do you think he was sad?" In a discussion that followed, a student pointed out a pattern in the narrative. The teacher built on this student's response to engage the class in a discussion about patterns. In another observation, the teacher invited students to make inferences. The teacher asked, "Why do you think the author wrote this book?" "Why do readers ask questions?" and "What would happen if readers didn't ask questions?" The teacher	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	used wait-time to ensure several students had the opportunity to respond.	Proficient	50%
	The QSR team scored 50% of observations as basic in this component. In these observations the majority of the questioning led students along a single path of inquiry. Questions such as, "What letter is this?" and "What sound does it make?" dominated the majority of the lesson. Participation in classroom discussions was limited to only a few students and often took place in the form of rapid question and answer sessions. In one classroom, the bulk of questioning was related to behavior management rather than academic content. The teacher asked, "What should you be doing right now?" or "Why are so many people talking?"	Basic	50%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 63% of the observations as distinguished or proficient in this component. In these observations, most students were intellectually engaged in classroom activities. Teachers used a variety of materials to keep students involved, including letter tiles, sentence strips, BINGO boards, iPads, and books. In multiple classrooms, different teachers led small group stations and allowed students academic choice in selecting a center. In the distinguished observation, all students were highly engaged in classroom activities that reinforced the lesson objective. Students in this observation	Distinguished	13%

Instruction	Evidence	School Wide Rating	
	assisted or corrected one another with the content without direct teacher facilitation.	Proficient	50%
	The QSR team scored 38% of the observations as basic in this component. In these observations, few students engaged in classroom activities. In one observation the teacher asked students to copy information onto a worksheet without any opportunity to think critically. One student did not have a worksheet and was not able to participate. In another observation student engagement with the content was largely passive; students wrote questions from the board and copied answers directly from their books. The lesson concluded with a rushed spelling test. Several students asked the teacher to slow down and repeat words. In another observation the teacher abruptly stopped a whole-class lesson without explanation. Students were instructed to immediately switch subject matter and materials.	Basic	38%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	The QSR team scored 50% of the observations as proficient and none as distinguished in this component. In these observations the teachers checked for understanding throughout the lesson using a mix of open-ended questions and prompts. After a read-aloud in small groups, one teacher asked students to describe the feelings of different characters and to make connections between themselves and characters in the story. In another observation, the teacher circulated the room and provided students with accurate and timely feedback. In one observation the teacher modeled sounding out words with the blend /gr/ and then asked students to come up with their own. The teacher verbally confirmed with students when they provided correct blends, but asked students to self-assess when they offered an incorrect answer. In multiple classes students completed exit tickets to recap their learning about the lesson.	Distinguished	0%
		Proficient	50%
	The QSR team scored 38% of the observations as basic in this component. In these observations teachers monitored student understanding through a single method, or teachers checked for understanding using methods that targeted the whole group and did not provide individual feedback to students. Instead, feedback was focused on behavior management rather than academic comprehension. During independent work teachers frequently circulated the classroom and said, "I should see you working" rather than giving academic feedback.	Basic	38%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 13% of the observations as unsatisfactory in this component. In this observation the teacher did not attempt to ensure that students understood the content. The observation was absent of feedback and students did not reflect on their responses or respond directly to peers.	Unsatisfactory	13%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is 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 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 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 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	13%	0%	0%	0%	0%	0%	0%	13%
Basic	13%	38%	50%	38%	25%	50%	38%	38%
Proficient	63%	50%	13%	0%	75%	50%	50%	50%
Distinguished	13%	13%	38%	63%	0%	0%	13%	0%
Subdomain Average	2.75	2.75	2.88	3.25	2.75	2.50	2.75	2.38

	Domain 2	Domain 3
% of Proficient or above	63%	59%
Domain Averages	2.91	2.59