



June 7, 2019

Ronald Hasty, Board Chair  
Eagle Academy Public Charter School – Congress Heights  
3400 Wheeler Road SE  
Washington, DC 20032

Dear Mr. Hasty,

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):

- Campus earned a Tier 3 ranking on the Performance Management Framework (PMF) in school year (SY) 2017–18

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Eagle Academy Public Charter School – Congress Heights between April 1, 2019 – April 12, 2019. 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 Eagle Academy Public Charter School.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Joe Smith, CEO/CFO

## Qualitative Site Review Report

**Date:** June 7, 2019

### **Campus Information**

**Campus Name:** Eagle Academy Public Charter School – Congress Heights (Eagle Academy PCS – Congress Heights)

**Ward:** 8

**Grade levels:** Prekindergarten-3 (PK3) through third

### **Qualitative Site Review Information**

**Reason for Visit:** Campus earned a Tier 3 ranking on the Performance Management Framework (PMF) in school year (SY) 2017 – 18

**Two-week Window:** April 1, 2019 – April 12, 2019

**QSR Team Members:** (Four DC PCSB staff, including one special education specialist, and two consultants)

**Number of Observations:** 32

**Total Enrollment:** 682

**Students with Disabilities Enrollment:** 118

**English Language Learners Enrollment:** 0

**In-seat Attendance on Observation Days:**

**Visit 1:** April 4, 2019 – 87.7%

**Visit 2:** April 5, 2019 – 68.2%

**Visit 3:** April 8, 2019 – 88.1%

**Visit 4:** April 9, 2019 – 90.7%

**Visit 5:** April 10, 2019 – 91.9%

**Visit 6:** April 11, 2019 – 88.3%

### **Summary**

Eagle Academy PCS' mission is to “build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities. [We] emphasize cognitive, social, and emotional growth by engaging children as active learners in an inclusive learning environment.”

The QSR team observed inconsistent evidence that Eagle Academy PCS – Congress Heights is fulfilling its mission. Teachers interacted with students respectfully, demonstrated genuine care for their lives outside of school, and encouraged positive interactions among students. However, academic rigor and engagement was uneven across classrooms with few opportunities for critical thinking, which allowed students to take a passive role in their learning.

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 82% of observations as distinguished or proficient in the Classroom Environment domain. This is a slight increase from the school's last QSR in 2017 where 80% of observations scored as distinguished or proficient in this domain. In the component of *Creating an Environment of Respect and Rapport*, the QSR team scored 90% of observations as proficient or distinguished. Teachers and students exhibited respect for one another, with teachers greeting students warmly as they entered the room. Teachers addressed instances of student misbehavior respectfully using non-verbal cues or gentle redirections. When necessary, students corrected one another by referencing classroom expectations and/or engaging in peer mediation.

The QSR team scored 56% of observations as distinguished or proficient in the Instruction domain. This is a significant decrease from the school's last QSR in 2017 where 70% of observations scored as distinguished or proficient in this domain. In the component of *Communicating with Students*, the QSR team scored 69% of observations as proficient or distinguished. In these observations teachers explained content clearly and used appropriate vocabulary to ensure students' understanding. In the component of *Engaging Students in Learning*, the QSR team scored only 44% of observations as proficient or distinguished. Student engagement was inconsistent throughout many of the observations. Instruction focused primarily on facts and procedures with little opportunity for higher order thinking. Students often had little to no choice in how they completed activities, and teachers used instructional groupings with mixed effectiveness. At times there was an overreliance on technology to manage student behavior and fill time within instructional blocks. As a result, students had few opportunities to engage with their teachers and peers.

Notably, DC PCSB observed a stark difference between the early childhood and elementary classrooms. Early childhood teachers actively engaged students, asked thoughtful open-ended questions, and monitored student understanding in a variety of ways. However, in the elementary classrooms academic rigor varied widely across each observation.

### Governance

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

### Specialized Instruction for Students with Disabilities

88% of special education observations scored proficient or distinguished in the Classroom Environment domain of the Danielson rubric, while just under half, 48%,

scored proficient or distinguished in the Instruction domain. Prior to the two-week window, Eagle Academy PCS – Congress Heights completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school’s articulated program. Overall, the school succeeds at providing SWD positive, well-managed classroom environments across a continuum of services. However, in most of the observations described below, the teachers did not design instruction to support students’ intellectual engagement.

- Per the Individualized Learning Plans of SWD, the school offers a continuum of services, including inclusion, resource, and self-contained settings. Across all settings observed, only a few learning tasks represented appropriate cognitive challenge and responded to students’ various learning needs. Only one of six special education observations scored proficient in *Engaging Students in Learning*. In this observation students practiced telling time on analog clocks, and although the assignments in this classroom often had one correct answer, the teacher invited students to justify their reasoning. One student modeled skip-counting by fives; another student analyzed his/her error, verbalizing that s/he switched the minute and hour hands. Beyond this observation, learning tasks did not have multiple correct responses or approaches, and did not require students to make their thinking visible.
- DC PCSB observed few instances of differentiation. Students completed the same activities of low cognitive challenge during independent work, with little choice or variation. A station activity in one classroom was to piece together letter cards to form simple sight words. One student was able to quickly complete the task without assistance, whereas another student was unable to engage with the task independently. The teacher did not modify or scaffold the activity to support engagement.
- As part of its special education staffing plan, the school has a robust roster of special education teacher assistants and dedicated aides. Across every setting with multiple adults, assistants and aides contributed positively to the classroom environment by managing materials and encouraging on-task behavior. In one classroom, the assistant demonstrated a positive rapport with all students, telling one in particular, “I just want to say how proud I am of you today. You were frustrated, but you used your words and pushed through and finished your work.” However, many of the activities that aides and assistants were asked to supervise required minimal student thinking. For example, in one observation adults asked students to play with clay without tying the activity to an instructional purpose.
- To further support the learning of SWD, the school reported that they offer additional resources, such as manipulatives, picture word cards, other visuals, timers, resource teachers, and adaptive writing utensils. DC PCSB staff observed examples of such instructional materials being used in every

observation; however, only some of these resources were appropriately aligned to instructional outcomes. In one observation, a student frequently selected incorrect responses on an iPad math application, often without listening to the prompt first. A student in another class struggled to play a literacy game independently, and his learning was further hindered because some of the pieces were missing. In both examples, the teachers provided little to no scaffolding to support student engagement.

**THE CLASSROOM ENVIRONMENT<sup>1</sup>**

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 82% 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	
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The QSR team scored 90% of the observations as distinguished or proficient in this component. In the distinguished observations teachers and students exhibited respect for one another. In one observation students “clapped it up” for their peers when they answered a question correctly. In another observation one student thanked a peer who helped them in centers. The teacher gave each student a reward which s/he affectionately called an “amigo BINGO chip.” The teacher reminded the class that if they received enough chips, they would earn a party.</p>	Distinguished	20%
	<p>In the proficient observations talk between teachers and students was uniformly respectful. In one observation students moved too close to one another and the teacher reminded them about personal space. In another observation two students had a disagreement about sharing a material in centers. The teacher approached both students and helped them work together to share the item.</p>	Proficient	70%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	7%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%

<sup>1</sup> Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 78% of the observations as distinguished or proficient in this component. In the distinguished observation students recognized the efforts of their classmates. In this observation the teacher asked one student to serve as the math volunteer for the day. The teacher said, "I am going to choose someone who is sitting like they have dignity" and "I am looking for someone who I know will preserve." All students sat up eager to participate. When one student was selected the teacher and other students complimented them.</p>	Distinguished	4%
	<p>In the proficient observations teachers expected and recognized student effort. In one observation a student said, "baby Kangaroo" but quickly self-corrected and used the correct term, <i>joey</i>. The teacher complimented the student on self-correcting. In another observation one student implied that a peer didn't know an answer. The teacher responded, "Yes he does. He's going to prove it." The student persisted and correctly answered the problem. Students in these observations put forth effort to create high quality work. During one observation students frequently approached the teacher to ask for help with a writing activity. The teacher encouraged students by saying, "Don't say you don't know" and "You need to sound it out."</p>	Proficient	74%
	<p>The QSR team scored 22% of the observations as basic in this component. In the basic observations teachers' energy for the work was neutral. At the start of one observation, both teachers sat away from students on their laptops and only engaged students once the observer entered the room. Students in these observations took the easy path when completing the work. For example, students playing a sight word game on iPads quickly clicked on words at random and rushed through the activity without waiting to hear the directions.</p>	Basic	23%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Managing Classroom Procedures</b>	The QSR team scored 80% of the observations as distinguished or proficient in this component. In the distinguished observations students took initiative in the distribution and collection of materials. In one observation a student voluntarily went around the room and tidied up each center before the class transitioned to the next activity. In these observations students took initiative to ensure that classroom time was managed effectively. Students monitored the timer, gave transitions signals, and counted down for their classmates.	Distinguished	20%
	In the proficient observations transitions between large and small group activities were smooth. Teachers gave clear directions for each transition and normed language was used across many classrooms. For example, teachers said, "Eagles on 1, Eagles on 2," when it was time to transition. In these observations co-teaching was effective; each teacher had a clear understanding of their role, in which one teacher supported students as the other led whole group instruction. Students in these observations moved quickly between activities and transitioned without incident.	Proficient	60%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 13% of the observations as basic in this component. In the basic observations classroom routines functioned unevenly. In one observation the teacher gave a two-minute warning before clean-up time but only two students complied. The teacher later cleaned up the materials alone before moving on to the next activity. In another observation there was no clear procedure for how students should transition between centers. The teacher loudly called students' names and pointed at random to where they should go. Students in this observation did not have a clear understanding of what to do and often interrupted teachers in small groups for additional guidance. This resulted in significant loss of instructional time.</p>	Basic	13%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%
<b>Managing Student Behavior</b>	<p>The QSR team scored 81% of the observations as distinguished or proficient in this component. In the distinguished observations teachers monitored student behavior without speaking. Teachers used proximity to subtly redirect student misbehavior and all students complied.</p>	Distinguished	23%
	<p>In the proficient observations teachers' response to student misbehavior was effective. In one observation the teacher effectively deescalated a conflict between students, saying, "I know you're upset. Let's take a moment." In another observation the teacher kindly separated two students by saying, "Let's take a break. If you can't play with friends, you can play with me." Students in these observations had all-class calls, chants, and countdowns that encouraged appropriate behavior. In one observation the teacher said, "When my hand is up...your voice is?" Students responded chorally, "Off!"</p>	Proficient	58%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 16% of the observations as basic in this component. In the basic observations the teacher attempted to maintain order in the classroom with mixed effectiveness. In one observation the teacher clapped to get students' attention. However, students continued to play. The teacher attempted again but many students still did not comply. Some students continued playing, while others engaged in off task behavior on the carpet. Students who started cleaning up argued over who would put materials away. Neither teacher addressed these behaviors. In another observation the teacher attempted to conference with one student about their behavior but after a brief discussion the student simply walked away.</p>	Basic	16%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%

**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 56% of classrooms as “distinguished” or “proficient” for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 48% of the observations as proficient and none as distinguished in this component. In the proficient observations vocabulary usage was clear and appropriate to the lesson. In one observation the teacher used the words <i>bloom</i> and <i>soil</i> to describe the process of a seed growing into a plant. The teacher insisted that students use precise language as well. In these observations the teacher clearly stated what students would be learning. For example, one teacher told students to look for the theme as they read a text. Students engaged with one another indicating that they understood the lesson. In several observations teachers modeled expectations for students. Before working at centers, the teacher modeled appropriate use of the materials for students and also asked a student to serve as a peer model.</p>	Distinguished	0%
		Proficient	48%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 52% of the observations as basic in this component. In the basic observations teachers had to clarify the learning task for students. In one observation the teacher had to clarify the directions several times after initial student confusion. In another observation the teacher’s explanation of rounding a number was unclear, which led to several instances of student misunderstanding. In another observation the teacher’s explanation of the content consisted of a monologue and was purely procedural. For example, when students expressed confusion the teacher responded, “It’s good to read the text more than once if you don’t understand,” but did not help to clarify students’ misunderstanding. Students attempted to make words using letter tiles but could not. The teacher told them to look at the list on the board, but did not provide a list. Students instead built nonsense words or played off-task games with the tiles.</p>	Basic	52%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Using Questioning/ Prompts and Discussion Techniques</b></p>	<p>The QSR team scored 48% of the observations as proficient and none as distinguished in this component. In the proficient observations teachers built on students’ responses to encourage students to think critically and engage in the discussion. In one observation as students built with blocks the teacher asked, “What are you building here?” and “How does it work?” and “What are you going to do next?” In these observations teachers gave students appropriate wait time. One teacher said, “It’s okay to take extra time to think.” Teachers called on multiple students, even those who did not initially volunteer. During one discussion the teacher consistently challenged students to explain their reasoning, and student were able to do so with minimal support from the teacher.</p>	Distinguished	0%
		Proficient	48%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 52% of the observations as basic in this component. In the basic observations, teachers called on many students but only a small number actually participated. In one observation the teacher asked students to explain why two words rhymed but only a few students offered responses. In other observations teachers posed questions to the class and simply answered their own questions when students did not respond. For example, one teacher asked students to match pictures to definitions. When students struggled the teacher simply gave them the definition or pointed to the correct picture.</p>	Basic	52%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%
<p><b>Engaging Students in Learning</b></p>	<p>The QSR team scored 44% of the observations as distinguished or proficient in this component. In the distinguished observations students had extensive choice in how they completed tasks. In one observation students had a choice of which literacy-based center they went to. Within each center the teacher provided differentiated materials so that each student could engage with the center in a meaningful way. In the proficient observations materials and resources supported the learning goals.</p> <p>In one observation the teacher leveraged technology to support work at learning stations. Students worked with iPads collaboratively, independently, and in small groups with the teacher. Students used differentiated apps and stayed engaged throughout the observation.</p>	Distinguished	7%
		Proficient	37%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 53% of the observations as basic in this component. In the basic observations few students were intellectually engaged in the lesson. In one observation the teacher attempted to review test questions with students. The teacher invited students to the board to participate but only a few students volunteered. As a result, the entire 30-minute observation was spent on the same review problem. Students not engaged in the lesson worked independently with little guidance from the teacher. In another observation the teacher attempted to engage students in a discussion about different types of animals. Few students engaged and instead sat idle and did not participate in the discussion. Pacing in these lessons was also uneven. At times lessons dragged while other times teachers rushed through activities. Inconsistencies in pacing often led to student inattention and off-task behavior.</p>	Basic	53%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%
<p><b>Using Assessment in Instruction</b></p>	<p>The QSR team scored 64% of the observations as distinguished or proficient in this component. In the distinguished observation the teacher's monitoring of student understanding was sophisticated and continuous. The teacher consistently rotated the room to get a pulse of student understanding. When one student finished a "before-and-after" puzzle the teacher asked the student to "use two complete sentences to describe what happened before and what happened after." In the proficient observations teachers consistently checked for student understanding. In one observation students used hand signals to indicate whether they understood a concept or needed more time.</p>	Distinguished	4%

Instruction	Evidence	School Wide Rating	
	In another observation students described the lesson objective in their own words. The teacher used student responses to gauge understanding and adjusted the lesson accordingly.	Proficient	60%
	The QSR team scored 32% of the observations as basic in this component. In the basic observations teachers requested only global indicators of student understanding. For example, in one observation the teacher gave feedback such as, "Nice job" and "That's awesome." Teachers in these observations made no attempt to adjust the lesson based on student confusion. In one observation students copied the incorrect sight words from flashcards to which the teacher responded, "Don't copy word for word." The teacher did not address the fact that students copied the wrong words and they continued to do so. In another observation students were to roll a die with the ending sound "-ed" on it to build words within that word family. Instead students created nonsense words. The teacher did not correct this misunderstanding or invite students to correct their work.	Basic	32%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%

## APPENDIX I: CLASSROOM ENVIRONMENT RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
<b>Creating an Environment of Respect and Rapport</b>	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.
<b>Establishing a Culture for Learning</b>	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.
<b>Managing Classroom Procedures</b>	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.
<b>Managing Student Behavior</b>	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
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	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 of 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.
<b>Using Assessment in Instruction</b>	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**

<b>Percent of:</b>	<b>2a</b>	<b>2b</b>	<b>2c</b>	<b>2d</b>	<b>3a</b>	<b>3b</b>	<b>3c</b>	<b>3d</b>
<b>Unsatisfactory</b>	3%	0%	7%	3%	0%	0%	3%	4%
<b>Basic</b>	7%	22%	13%	16%	31%	52%	53%	32%
<b>Proficient</b>	70%	74%	60%	58%	50%	48%	37%	60%
<b>Distinguished</b>	20%	4%	20%	23%	19%	0%	7%	4%
<b>Subdomain Average</b>	3.07	2.81	2.93	3.00	2.88	2.48	2.47	2.64

	<b>Domain 2</b>	<b>Domain 3</b>
<b>% of Proficient or above</b>	82%	56%
<b>Domain Averages</b>	2.95	2.62