DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 3, 2014

Michael Hall, Board Chair
EL Haynes PCS – Kansas Avenue
4501 Kansas Avenue, NW
Washington, DC 20011

Dear Mr. Hall,

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews ("QSR") to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason(s):

- School eligible for 10-year Charter Review during 2013-14 school year

Qualitative Site Review Report
A QSR team conducted on-site review visits of EL Haynes Public Charter School – Georgia Avenue between November 11 and November 22, 2013. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at EL Haynes Public Charter School – Georgia Avenue. Thank you for your continued cooperation as PCSB makes every effort to ensure that EL Haynes Public Charter School is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

EL Haynes Public Charter School ("EL Haynes PCS") serves pre-kindergarten-3 through fourth grade and ninth through twelfth grades at its Kansas Avenue facility, and fifth through eighth grades at its Georgia Avenue facility. The school serves 1066 students LEA-wide and 351 students at its Georgia Avenue campus, which was the focus of this Qualitative Site Review ("QSR"). DC Public Charter School Board ("PCSB") staff and consultants conducted a QSR at all campuses in November 2013 because EL Haynes PCS is undergoing its 10-year Charter Review during the 2013-14 school year.

PCSB conducted observations over a two-week window, from November 11 through November 22, 2013. A team of three PCSB staff members, including PCSB's Special Education Specialist, and one consultant conducted observations of 22 classrooms, including classrooms where more than one teacher was present. The review team visited the school on multiple days throughout this two week window and saw classes in the morning and in the afternoon, with two observers spending whole days at the school. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments within your school where students with disabilities are being serviced, including the six Special Education teachers observed in the inclusion setting. In some instances, the review team may have observed a teacher twice. In addition to this two-week window, PCSB also attended a Board of Trustees meeting to observe the school's governance as it relates to fulfilling its mission and charter goals.

The mission of EL Haynes PCS is for "every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen". Observers generally saw that EL Haynes PCS – Georgia Ave was fulfilling the school's mission in various ways. During math classes students explored the concept of equation proportionality, debated the properties of zero, and integrated math and science concepts while thinking about their classroom space. Students in science classes participated in hands on activities to solidify their understanding of content. The school also promoted the development of lifelong academic and social skills for students to become active community members (though observers did not see examples of students working in the community), responsible citizens, and successful individuals. Observers saw students working collaboratively. Teachers focused on the importance of listening and respecting fellow classmates. Teachers consistently rewarded positive academic and social behavior through a school-wide behavior reward system.

EL Haynes PCS – Georgia Ave is meeting many of its goals. Teachers gave students opportunities to read independently, with teachers frequently modeling the process for attacking challenging texts. Students also had opportunities to strengthen their writing and speaking abilities, engaging in frequent class discussion and writing essays. Students generally had a positive attitude toward learning in the school, though observers did see a couple of examples of classrooms where students spent more time socializing than engaging in academic tasks and often disrespected the learning environment.

Overall, the review team rated 79% of observations as proficient or above in the domain of Classroom Environments. The highest rated elements within the Classroom Environments domain were "Establishing a Culture for Learning" and "Managing Classroom Procedures," with 82% of classrooms rated as proficient or exemplary in both elements. In most observations, teachers conveyed the importance of learning tasks, setting expectations that all students could be successful. Transitions and classroom procedures were smooth, aided in many cases by teachers modeling the learning task. In most observations, teachers and students demonstrated mutual respect, though in a couple of classrooms, teachers' responses to student misbehavior were not consistently effective.

The review team rated 76% of observations as proficient or above in the domain of Instructional Delivery. The highest rated elements within the Instructional Delivery domain were "Engaging Students in Learning" and "Using Assessment in Instruction," with 82% of observations rated as proficient or exemplary in both elements. In most observations, teachers gave students a range of ways to explore content, through debate, hands-on science labs, and writing activities. Teachers consistently elicited evidence of student understanding during lessons, mostly through questioning. While teachers in most classrooms invited students to explain thought processes behind their responses to questions, 36% of classrooms were rated as satisfactory in "Using Questioning and Discussion Techniques." In some of these classrooms, questioning followed a single path of inquiry. In most classrooms, teachers presented content clearly with no content errors and invited student participation and thinking in the presentation of content. However, in 23% of classrooms, teachers had to clarify learning expectations after initial student confusion.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS. AND BOARD GOVERNANCE

This table summarizes EL Haynes PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.	Observers saw diverse ways in which EL Haynes PCS was fulfilling its mission. In one math classroom, students explored the question of equation proportionality using graphs and word problems. One observer saw the integration of math in a science class where students used the concepts of volume, matter, and density to develop an understanding of the space in their own classroom. In another classroom, students debated the concept of the number zero, discussing whether the number zero had an opposite. In science classes, students participated in hands on activities after learning about the concepts of mixtures and solutions. In one science class, small groups of students built models of circuits. In another, students first made a prediction about how substances would behave when mixed together, and then they tested their hypotheses on whether or not the substances would become mixtures or solutions. The school also promoted the development of lifelong academic and social skills for students to become active community members, responsible citizens, and successful individuals. Observers saw students working collaboratively in groups throughout classrooms, in lab activities and as students created models of circuits, as discussed above. Throughout most classrooms, teachers emphasized the importance of listening, ensuring that students tracked them as they gave directions or presented content, and ensuring students were silent as other students shared responses to the teachers' questions, though

Mission and Goals	Evidence
	some teachers were more successful at this than others. Teachers held students accountable for listening by asking them to react to or add to what another student said. Teachers consistently rewarded positive academic and social behavior by awarding "ganas" to students who were on task, or by giving out demerits for negative behavior and "checks" for positive behavior. Instruction included discussion facilitated by the teacher, including one class in which students debated a math concept brought up by another student, as discussed above with the concept of zero. In many classrooms, teachers pointed out students' positive academic or responsible behavior, for example, "I see how Maria[1] took out her book and is copying down homework. That's awesome!" and "I really appreciate your patience while I was helping Maria."
1. Students will be confident, independent readers.	Throughout classroom observations, students had opportunities to independently read. Many teachers modeled different ways to approach text before asking students to do so on their own. For example, in a social studies class, the teacher gave students a text and displayed it on the Promethean board; she supported them as they read through the first part of the text by discussing and annotating challenging words or phrases, consistently telling students, "You can read this!" Students then had to read the rest of the primary source text on their own. In an ELA class, the teacher worked with students as a class to identify the author's point of view in a non-fiction text; students then had to do this on their own with a different text. In another classroom, students read independently to gather more information for revisions they were making to individual essays, though it was unclear what students were specifically looking for or adding in the absence of a rubric or other evaluation criteria. The QSR observer noted that significant off-task

[1] Throughout this report, PCSB uses the name "Maria" to refer to a particular student in order to protect students' anonymity.

Mission and Goals	Evidence
	behavior in this classroom detracted from the goal of the class. In a humanities class, students read independently about ancient Mesopotamia and were asked to annotate as they were reading. In a resource classroom, students took turns reading independently from a fiction text. Each of the five students read a few sentences and stopped so that the teacher could ask reading comprehension questions. Teachers also had well-stocked classroom libraries. In one classroom, the teacher had organized the library by theme for the purposes of student interest, with sections such as "Girl Power" and sports. The teacher gave students in one literacy class ten minutes to read at the beginning of class, and log their reading in a journal. In this classroom, the teacher also had students participate in literature circles with peers on books of their choice.
2. Students will be strong, independent writers and speakers.	Observers saw students across subject areas working to strengthen their writing and speaking abilities. In a humanities class, students participated in Writer's Workshop, drafting essays and adding evidence around their ideas; as students worked independently in this classroom, a teacher worked with a small group of students on their writing, specifically targeting vocabulary. In this same classroom, the lead teacher held individual conferences with students whereby students had to verbalize their ideas before putting them on paper. In another humanities class, students had read independently and then had to write their reflections down to prepare for a turn and talk, thus practicing both their writing and speaking skills. Teachers supported the writing process in various ways. In one classroom, students worked on an independent writing activity using graphic organizers that broke down a paragraph into parts; the teacher circulated around the classroom to provide assistance to students. In a social studies class, students' exit ticket was a graphic organizer based off of a primary source text; the graphic organizer asked students for a thesis statement and topic sentences in preparation for an essay they were to write about the text.

Mission and Goals	Evidence
	Teachers emphasized speaking skills throughout the observations. In a social studies class, students answered comprehension questions and made connections to prior content; making connections to prior content seemed to be a regular part of the class, as students did this voluntarily without prompting by the teacher. In several eighth grade classrooms, students carefully listened to each other and gave evidence to this when debating thoughts and ideas, such as "I agree with you because…", "I respectfully disagree because…" Teachers consistently helped students improve their speaking skills by asking them to speak more clearly and by clarifying as they shared ideas with the whole class.
3. Students will be able to think critically and solve problems effectively.	Throughout classrooms and across subject areas, teachers supported students in improving their abilities to think critically and to solve problems effectively. In a math class, students worked on solving proportionality problems using graphs and equations. In another math class, students had the opportunity to think deeply about positive and negative numbers as they explored the concept of number opposites, working on adding and subtracting rational numbers. During a science lab, students made hypotheses about how substances would react when mixed together, and then had the opportunity to observe the results of their experiments. In another science class students thought critically about circuits in order to build their own models. Students in an ELA class used context clues to figure out the author's point of view. In multiple classrooms, teachers prompted students to explain how they arrived at the solution to problems.
4. Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.	Observers saw students throughout classrooms working on sophisticated math concepts and applying concepts to different settings. Students in one math class presented theories around the concept of zero, and discussed whether or not zero had an opposite, agreeing and disagreeing with each other; the discussion functioned smoothly. In a remedial math class, teachers supported students by asking probing

Mission and Goals	Evidence
	questions to advance their understanding of how to apply math concepts. In a lesson on proportionality and equations, the teacher gave students various ways to answer questions around proportionality and then allowed students to solve the problems however they wanted; one of the students thought of a new way of solving the problem, and the teacher thanked the student for teaching her (the teacher) this additional way of approaching the problem. Students in one science classroom used the concepts of volume and density to explore the space in their classroom. Observers did not see the application of math concepts in classes beyond math and one science classroom.
5. Students will master national science standards and become proficient in scientific inquiry, able to design and execute age-appropriate experiments.	The QSR team saw evidence to support the school's progress in providing a strong science education, though the QSR team was unable to assess whether or not the activities were aligned to national science standards and appropriate for students' grade levels. . As discussed, students in a seventh grade class worked on creating their own models of circuitry. In an eighth grade science class, students worked on identifying parts of an atom, counting the number of electrons in several elements on the periodic table. Another teacher asked students to draw pictures to represent different science terms and to explain each vocabulary term in their own words. The teacher engaged students in a discussion of the vocabulary and asked students to describe their pictures. In other classrooms, observers noted that science standards were on the board and aligned with the lesson materials and activities. Students in a fifth grade class used the scientific inquiry process to predict what would happen when they mixed substances together.
6. Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate.	Students had opportunities to complete work independently, usually after some type of guided practice, as discussed above in various examples. Observers saw students reading independently, writing and revising essays either with the help of a partner or own their own, and answering questions about text independently. Students in multiple classrooms independently completed graphic organizers focused on

Mission and Goals	Evidence
	parts of an essay. Students in a science class collected information online related to their own independent research projects. Observers did not hear reference to or see evidence of high-stakes independent projects.
7. Students will satisfy EL Haynes PCS's graduation requirements and gain admission to college, the military, or other postsecondary option of their choice upon graduation.	The QSR team neither looked for nor observed any evidence related to this goal.
8. Students will have a positive attitude toward school and learning.	Throughout classrooms, most students seemed to have a positive attitude toward school and learning. Students in many classrooms eagerly answered the teachers' questions, and extended the discussion by making connections to previous classes or to other subjects. Most students were on task throughout the lessons, arriving on time and rarely asking to leave. They expressed enthusiasm for different activities, such as during one science lab where seventh grade students said, "This is tight!" about the experiment. During another science lab, most students eagerly volunteered to answer the teacher's questions about the previous class's content before moving on to the lab activity for the day, focused on mixtures and solutions. In one classroom, students took the initiative to find additional ways (beyond those explained by the teacher) to solve equations and shared their methods with the rest of the class. Some students, in a small number of classrooms, demonstrated significant off-task behavior. In one ELA class where students were working on revising papers, a group of three or four students continuously walked in and out of the classroom, attempted to throw paper into the wastebasket like they were playing basketball, and otherwise did not comply with the teachers' directions around revising

Mission and Goals	Evidence
	their essays. In a few classrooms, students engaged in off-task behavior while not working directly with the teacher.
9. Students will treat themselves, other students, staff, and the physical plant with respect.	As described in the *Framework for Teaching* element of "Creating an Environment of Respect and Rapport", most students treated each other and teachers with respect. Teachers consistently enforced, and students complied with, silence when other students were speaking and sharing ideas. Students worked cooperatively during class time and demonstrated kindness toward each other. For example, a student dropped a book and another student picked it up for him. Students throughout the building were orderly and patient with each other, moving efficiently from class to class, and rarely arriving late to classes after transitions. Hallways were clean and neat throughout the building, indicating that students and staff take care of their school building. In a small number of classrooms, students demonstrated disrespect to other students and staff. As described in the previous goal's evidence (Goal #8), some students continued with off task behavior despite the teachers' repeated directions. Please see Goal #8 for additional evidence.
10. Students will embrace diversity.	The QSR team neither looked for nor observed any evidence related to this goal.
11. Students will work collaboratively and resolve conflicts effectively and safely.	Throughout almost all classrooms observed, small groups worked collaboratively during various points in lessons. Groups engaged in think-pair-share activities, science experiments, and class discussions. In a science class, the teacher encouraged students to share their hypotheses with each other before getting their lab materials; the

Mission and Goals	Evidence
	teacher emphasized that students may disagree with each other, but that they should respect each other's ideas. Observers generally did not see conflict between students in classrooms. One observer saw the principal and another staff member sitting in the hallway with a student, discussing positive choices. In another classroom, the teacher told students to move into small groups of three of their own choosing. One student at first did not want to leave his desk space, but complied without incident when the teacher directed him to work with another student at a different table.
12. Students will contribute to their school and community through service projects and see the positive impact they have on others.	The QSR team neither looked for nor observed any evidence related to this goal.
13. Graduating students will have a plan for their future and the confidence and preparation to pursue it.	The QSR team neither looked for nor observed any evidence related to this goal.
14. The school will create an environment for student and adult learning with a welcoming culture, high levels of trust, and rigorous standards.	In general, the school created a welcoming environment for students with high levels of trust. Adults frequently praised student work and student behavior, saying things like, "I love how Maria immediately got to work when she came into the classroom!" and "I'm so impressed Maria suggested another way to do this problem!" Teachers encouraged trust with students by discussing their academic goals and their past grades; in preparation for parent-teacher conferences. Students examined their semester grades and created new goals for the next semester. The teacher conferred and checked over goals with individual students, and encouraged students, particularly those who chose ambitious goals. Most teachers had warm, caring relationships with students, as demonstrated by one teacher who had nicknames for students. The school receptionist greeted students in a friendly, pleasant way as they entered the school. Throughout the school,

Mission and Goals	Evidence
	observers noticed a culture of high expectations through teachers telling students what they expected of them (tracking the speaker, listening, how to agree and disagree, etc.) and through charts and posters throughout classrooms. There were at least two examples of teacher disrespect towards students. In one classroom, the teacher asked students, "What are you doing?" in a very negative tone, and when a student responded that he was tracking the teacher, the teacher told him, "If you're tracking me, you don't have to say it." In another classroom, the teacher told a student that he would not continue discussing something with him, and that he was "sick of the attitude." Students generally seemed to be working on rigorous standards throughout classrooms, though observers did not cross-reference standards with grade-appropriate standards for a particular content area. In ELA, students read independently, worked on writing assignments, filled out graphic organizers that focused on the mechanics of a high quality essay, and practiced close reading to gather evidence and to identify the author's point of view. In math classes, students applied various strategies to solve equations, and worked on remedial skills at math centers. In humanities and social studies classes, students annotated primary sources and read independently in preparation for writing activities on the content. In science classes, students explored content through hands-on activities such as building circuits and mixing substances together to test hypotheses.
15. Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.	Observers did not collect evidence on teacher qualifications during the QSR. As described in further detail in the *Framework for Teaching* element of "Establishing a Culture for Learning", teachers were explicit in their

Mission and Goals	Evidence
	expectations for students, letting them know how they should behave during various parts of the lesson. Teachers had consistent expectations for tracking speakers and for silence as other students shared ideas. Teachers consistently praised on-task behavior and awarded "ganas" for students who were behaving according to expectations. In a few instances, teachers did not uniformly address off-task behavior, enforcing students to be on task only when working directly with the teacher. Most teachers demonstrated deep content knowledge, answering student questions and extending discussion. PCSB observers noted three examples of teachers having a negative attitude towards students. Please refer to the evidence collected Goal #14. Additionally, one observer overheard a teacher yelling at students because of their off-task behavior in an open-space computer lab. Students and adults who were walking past the computer lab peered into the room as the yelling continued.
16. Families will see themselves as partners in their child's education and will be actively involved in the life of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
17. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.	The QSR team neither looked for nor observed any evidence related to this goal.
18. A School Planning Team will support the principal and leadership team in the effective management of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
19. The school will be a good citizen, contributing to the local community and sharing its math and science expertise with the larger educational community.	The QSR team neither looked for nor observed any evidence related to this goal.

Mission and Goals	Evidence
20. The school will be led by a strong, active Board of Trustees and a competent, effective leadership team headed by the principal.	See Board Governance, below.
Board Governance	PCSB attended the EL Haynes PCS Board of Trustees Board Meeting on Thursday, October 24, at the Kansas Avenue campus. A quorum was present. Action items included the approval of Tammy Wincup, Chief Operating Officer of an educational technology firm, as a member of the Board of Trustees. The next action item was a request from the Audit and Finance Committee to authorize the submission of their 2012 audit to PCSB by November 1, 2013; the audit was supposed to be ready for this Board Meeting, but because of the audit firm's internal review process, it was not. Both motions passed. The meeting continued with updates from the Development Committee, Facilities Committee, and Head of School, and a deep dive into school performance by the School Performance Team. During the school performance discussion, the School Performance Team discussed the lower-than-expected DC CAS scores, particularly in math in grades three through five. The School Performance Team described various theories on why math performance suffered, including challenges in the teaching force in grades four and five last year. School leadership has subsequently addressed these issues through staffing changes. A potential Board member asked how the scores will impact the school's Performance Management Framework (PMF) tier. This led to a discussion of the drop from Tier One to Tier Two and school leadership described the need to constructively message the drop, particularly to donors. The meeting concluded with a discussion about how the Board could better support school staff, including being more visible at staff events.

CLASSROOM ENVIRONMENTS[2]

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 79% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The review rated 73% of observations as proficient or exemplary in "Creating an Environment of Respect and Rapport". Teachers were generally warm and caring towards students. In one classroom, a teacher called the students friendly nicknames, such as "Mr. Giggles." Teachers cultivated an environment of respect by enforcing active listening skills, with teachers telling students to track them or to track students who were speaking, and by waiting for silence from all students before a student shared responses to her questions. Teachers frequently praised students for positive behavior, with one teacher telling students "I feel really confident that everyone's going to be doing great today!" In some classrooms, interactions between the teacher and students demonstrated occasional disrespect. In one classroom, a teacher responded to student disrespect by saying they were "sick of the attitude," and that they would no longer be having a conversation with the student. In a few other classrooms, the teachers' responses to student disrespect towards the teacher were not uniformly effective, with some students continuing off-task, disrespectful behavior.	Limited	0%
		Satisfactory	27%
		Proficient	68%
		Exemplary	5%
Establishing a Culture for Learning	Observers rated 82% of observations as proficient or exemplary in "Establishing a Culture for Learning". Teachers generally conveyed the importance of the learning task to students and set expectations that all students	Limited	0%

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

Class Environment	Evidence Observed	School Wide Rating	
	could be successful. In many classrooms, teachers empowered students to be successful by modeling the learning task, such as in a writing class where the teacher showed students how to summarize using evidence from the text. In another classroom, students supported each other's understanding of the content during a turn and talk, where the students had to restate their partner's responses and add their own details for the class. Teachers consistently recognized student effort, with teachers saying "Awesome!" when students immediately started the learning task, and awarding "ganas" to students who were on task during independent work. The review team rated 18% of classroom observations as below proficient. In some classrooms, teachers and students did not demonstrate high commitment to the learning task. In a math classroom where the teacher had students working in pairs to solve problems, some pairs seemed to attempt to complete the work as fast as possible with little attention to quality, and with little refocusing by the teacher. In another classroom, several students chose not to participate in the classroom activity or to answer any questions, and the teacher resorted to cold-calling.	Satisfactory	18%
		Proficient	68%
		Exemplary	14%
Managing Classroom Procedures	The review team rated 82% of observations as proficient or exemplary in "Managing Classroom Procedures. Transitions were generally smooth and routines were well-established. In one classroom, as students transitioned into the classroom, the teacher started reviewing the content from yesterday and did not have to tell the students how to enter the classroom, as they were immediately participating in the discussion. In another classroom, students transitioned smoothly from the carpet back to their desks without the teacher having to review directions for the transition. Teachers throughout the school also used timers, hums, and claps to initiate transitions. Students in multiple classrooms helped pass out materials, collect homework, and distribute papers.	Limited	0%
		Satisfactory	18%

Class Environment	Evidence Observed	School Wide Rating	
	Teachers ensured the smooth functioning of procedures, for example by telling students entering the room, "You should be walking into the class quietly and getting your computers. We will give you choices when you get started," ensuring students knew what to expect and how to behave. The review team rated 18% of classroom observations as below proficient. In a few classrooms, groups not working with the teacher were not engaged in the learning tasks and were socializing instead. In one classroom, though procedures for transitions seemed to have been established, their execution was rough and it was unclear what the other adults in the room were supposed to be doing; one of the adults (who appeared to be either a special education teacher or an additional aid) asked the teacher what they should be working on with in the small group.	Proficient	64%
		Exemplary	18%
Managing Student Behavior	The review team rated 78% of observations as proficient or exemplary in "Managing Student Behavior". Teachers consistently recognized good behavior, awarding students "ganas" for on-task behavior in multiple classrooms, moving student names up a clothespin chart for positive behavior, and assigning checks or demerits for positive and poor behavior respectively. Student behavior throughout the school was generally appropriate, with teachers frequently monitoring behavior and waiting for compliance with directions before moving to the next task. In at least a couple of classrooms, teachers used a gentle hand on the shoulder to refocus students who were off task. Teachers dealt with instances of misbehavior positively and effectively. In one classroom, the teacher calmly spoke to a student who had wandered away from his desk during a reading quiz. In another classroom, where a student was upset at the teacher not letting her leave, the teacher took the student by the hand to calm her. In a few classrooms, the teacher did not consistently address instances of	Limited	5%
		Satisfactory	18%
		Proficient	64%

Class Environment	Evidence Observed	School Wide Rating	
	misbehavior. Students in one classroom frequently made animal sounds and laughed out loud without consistent redirection by the teacher. In another classroom, some students were off-task and disruptive to pairs of students working on revising their essays, as they threw papers into the wastebasket and wandered around the room without redirection from the teacher. In a small number of classrooms, attempts to respond to misbehavior were ineffective. Students in one classroom continued to misbehave despite the teacher's promise of "ganas" if the students got back on track. In another classroom, despite the teacher's attempt to regain focus of the entire class by saying, "I'm flipping the switch, voices are off," students continued to socialize.	Exemplary	14%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 76% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	The review team rated 77% of observations as proficient or exemplary in "Communicating with Students". Teachers generally presented content clearly without errors, and invited student participation and thinking. Both teachers and students used rich vocabulary and teachers made deliberate attempts to improve student vocabulary. In a social studies class, the teacher asked students to read a primary source from the Revolutionary War period; the teacher helped students annotate the text to improve comprehension and told the students that they "could read it! It's not as hard as you thought!" In another class, the teacher invited students to explain the content from the day before around mixtures and solutions before the students did a hands-on lab activity to "test out their hypotheses." During a reading class, students read from a book, and the teacher asked students comprehension questions at various points, giving students the opportunity to explain the content to their classmates. Overall, students engaged with learning tasks and demonstrated that they knew what to do. In some classrooms, expectations for learning had to be clarified after initial student confusion. In one classroom, the teacher explained to students that they would be collecting ideas and pictures on a graphic organizer; some students complied with the expectations while others did not, despite the teacher's attempts to clarify the learning task. In another classroom, despite the teacher having posted directions on the whiteboard, students continuously asked for clarification throughout the lesson.	Limited	0
		Satisfactory	23%
		Proficient	50%
		Exemplary	27%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Questioning and Discussion Techniques	The review team rated 64% of observations as proficient or exemplary in "Using Questioning and Discussion Techniques". Teachers in multiple classrooms gave students multiple ways to engage in discussion through "pair shares," share-outs, and by using silent signals to express agreement or disagreement. In many classrooms, teachers invited students to explain their thought processes behind their responses; in one math class, the teacher asked a student to explain how the student knew what the denominator would be. Some teachers gave students the opportunity to respond to each other. Teachers in a few classrooms asked students if they agreed with the previous student's response. In a science classroom, the teacher asked a student to build on the responses of another student to describe differences between various substances. In a math classroom, a student said that the number zero has an opposite; the teacher proceeded to facilitate a debate within the class about why zero did or did not have an opposite. In most classrooms observed, students actively engaged in discussion. In some classrooms, questioning followed a single path of inquiry, inviting pre-determined, one-word answers from students. In one science classroom, the teacher asked the students questions about various elements that required only recall. In a couple of classrooms, observers saw very little discussion; in one such classroom, the teacher asked students to help each other revise their papers, but the teacher did not work with students in groups or ask groups of students any questions related to their writing as the focus was on classroom management. In another classroom, discussion between the teacher and student focused on how to complete the learning task but not on the quality of the work. In a math classroom, students completed only independent work on problems with little to no discussion on the part of the teacher.	Limited	0
		Satisfactory	36%
		Proficient	55%
		Exemplary	9%

Instructional Delivery	Evidence Observed	School Wide Rating	
Engaging Students in Learning	The review team rated 82% of observations as proficient or exemplary in "Engaging Students in Learning". In most classrooms, students were highly engaged, and teachers gave students the opportunity to explore content in a variety of ways. For example, students in a few classes worked at different learning stations to practice remedial skills; learning stations in these classes gave students choice in how to complete learning tasks. Teachers used Promethean boards to give students additional support to follow the lesson, displaying challenging texts. In a social studies class, the teacher handed the text out to students, but also displayed it on the board; as students discussed various chunks of text, the teacher annotated, underlined, and added sticky notes to remind students of the meaning of words. Students throughout classrooms engaged in different types of learning tasks throughout the course of the lesson, including whole-group instruction, pair work, independent writing, and small-group instruction. In at least two science classes, students worked on hands-on activities to explore learning; in one classroom, students worked in groups to create a model of a circuit; in another classroom, students performed a lab activity to explore the difference between a mixture and a solution. Throughout the classrooms observed, pacing was appropriate, allowing students enough time to intellectually engage with content. In some classrooms, student engagement with the learning task was low. In a math class where the teacher presented the students with a challenging problem, nearly all of the students were reluctant to complete the task, sitting idle and waiting for the teacher to present next steps. In another classroom where students were working on revising essays through peer editing, some students were not engaged or interested in the learning task, as evidenced by their continued socializing, and walking in and out of the classroom.	Limited	0%
		Satisfactory	18%
		Proficient	77%
		Exemplary	5%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The review team rated 82% of observations as proficient or exemplary in "Using Assessment in Instruction". Teachers consistently elicited evidence of student understanding during the lesson. In multiple classrooms, teachers asked clarifying comprehension questions as students read text out loud. In another classroom, the teacher asked multiple students to describe what non-fiction is before moving on to the next part of the lesson on author's point of view. Teachers also looked at student work as they circulated within classrooms to gauge individual understanding. In one classroom, three students worked on laptops as the teacher helped a student complete a practice worksheet. Directly following the practice worksheet, the teacher gave the student an exit ticket to apply the skills on his own, while the other students used hand signals to show the teacher they needed help or had a question with their own individual work. In a couple of classrooms, observers noted that teachers gave students the opportunity to monitor their own understanding. In one classroom, after the teacher gave the students an assessment, she put the standards covered by the assessment on the board; the students' task was to use green, yellow, and red color indicators to show which standards they found easy, somewhat challenging, and challenging. In this class, the teacher had a sign that said, "Efficient, successful scholars analyze their own data to determine the focus of their own learning." In another classroom, students were reviewing their grades for quarter, and	Limited	5%
		Satisfactory	14%
		Proficient	77%

Instructional Delivery	Evidence Observed	School Wide Rating	
	assessing the material they had a firm grasp of, and the material with which they struggled in order to establish goals for the next quarter. In one classroom, observers saw no assessment of student understanding, as students completed independent work the entire time with limited interaction from the teacher. Similarly, in another classroom where students were working on revising essays, the teacher's interaction with students was limited to getting students back on track behaviorally rather than focusing on the content. In one classroom, although the teacher attempted to gauge some students' understanding through questioning, the teacher only called on students who were raising their hands without ensuring that all students understand.	Exemplary	5%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
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.