PCSB
DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

July 9, 2014

Jane Dimyan-Ehrenfeld, Board Chair
Maya Angelou PCS – Evans High School
5600 East Capitol Street, NE
Washington, DC 20019

Dear Ms. Dimyan-Ehrenfled:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the 2014 Memorandum of Understanding that PCSB has with the Office of the State Superintendent of Education (OSSE) around implementation of the 2012 Waiver to the Elementary and Secondary Education Act, PCSB must "Ensure that public charter schools identified as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school's Intervention and Support Plan" (p.5). Your school was selected to undergo a QSR during the 2013-14 school year for the following reason:

o   School is designated as Priority by Office of the State Superintendent of Education due to overall low academic performance.
    Please see the following link for information about the requirements for exiting Priority status:
    http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/OSSE_Revisions%20-%20Executive%20Summary%20-%20All%20Principles%20-%205%2017%2012%20FINAL.pdf

Qualitative Site Review Report
A QSR team conducted on-site review visits of Maya Angelou PCS – Evans High School between May 12 and May 23, 2014. School leadership also asked the QSR team lead to attend the school on April 22, 2014 in order to observe how the school's Priority intervention strategies are being implemented in classrooms. In addition to conducting classroom observations on this day, the QSR team attended a school administrative team meeting and reviewed family engagement binders.

The QSR team's report is attached. We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Maya Angelou PCS – Evans High School. Thank you for your continued cooperation as PCSB makes every effort to ensure that Maya Angelou PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director
Enclosures
cc: School Leader

Maya Angelou PCS – Evans High School (Maya Angelou PCS) serves approximately 222 students in grades 9 through 12 in Ward 7. Maya Angelou PCS earned a score of 13.6% on the DC Public Charter School Board's (PCSB's) 2013 High School Performance Management Framework (PMF); the school was not assigned a tier designation. Maya Angelou PCS works to integrate the support services that at-risk students need to become self-sustaining adults through a comprehensive school program that emphasizes college and career readiness. PCSB conducted a Qualitative Site Review (QSR) in May 2014 because the campus was designated "Priority" under the Office of the State Superintendent of Education's (OSSE) accountability system as designed in its Elementary and Secondary Education Act (ESEA) waiver due to overall low academic performance.

PCSB conducted QSRs for ESEA monitoring requirements during the following periods: fall 2013 and spring 2014. Maya Angelou PCS received a full QSR in spring 2014 because the school had fewer than 50% of the points possible on the 2013 PMF. The QSR team conducted observations over the course of a two-week window, from May 12 through May 23, 2014. A team of one PCSB staff member and two consultants conducted observations of 18 classrooms, including classrooms where more than one teacher was present. In some instances the review team may have observed a teacher twice. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In addition to this two-week window, the school leadership invited the QSR team lead to visit the school on April 22, 2014 for a scheduled day in order to observe how the school's Priority intervention strategies are being implemented.

During the scheduled day on April 22, 2014, the QSR team saw little evidence of the implementation of the school's Priority intervention strategies. The administrative team discussed school culture and climate using discipline data that was disaggregated by gender, age, and discipline category, but they did not discuss any student learning data. Most classrooms observed had designated data wall that was blank and only one teacher made reference to assessing students. Additionally, the QSR team did not see teachers using differentiated instruction or alternative assessments.

The mission of Maya Angelou PCS is to create learning communities in a lower income urban area where all students, particularly those who have not succeeded in traditional schools, can reach their potential. In order to achieve this mission, the school states that it seeks to help students develop academic, social and employment skills that they need to build rewarding lives and promote positive change in the community. The QSR team observed limited evidence that Maya Angelou PCS is meeting its mission and goals. A school administrator told a QSR team member that all students in grades 11 and 12 participate in an internship or career preparatory class. The QSR team saw posted names in the hallway for Internship Placements and Career Prep Placements; although, the program was not referenced in any observations. Instruction was generally weak with students spending more time socializing then engaging in work that will increase their math and English performance as outlined in the school's goals.

The QSR team rated 36% of classroom observations as proficient or above in the Classroom Environment domain. The highest rated component within the Classroom Environment domain was Managing Student Behavior with 55% of classroom observations rated as proficient. Teachers scoring proficient monitored students' behavior and the students generally behaved appropriately throughout the observation. The majority of observations in this domain scored below proficient because students walked in and out of classrooms without the teacher's permission in several cases and few teachers conveyed high expectations for student academically or behaviorally. Many classes began with only one or two students in the room and the rest trickled in late. In a few observations teachers were rude toward students, including engaging in gossip about students with their classmates.

The QSR team rated only 21% of classroom observations proficient or above in the Instructional Delivery domain with no single component having more than 28% of the observations proficient or exemplary. While some teachers asked higher-order questions and some students worked on rigorous coursework, most observations were not strong in this domain. In many observations teachers called on the same one or two students to answer all questions and discussions were limited. Most class activities did not require high levels of student thinking or problem solving. Teachers in three observations made significant content errors. During one observation a student, who knew the correct answer, attempted to fix the teacher's mistake and the teacher insisted that the student was wrong.

Outside of the classroom observations, the QSR team found that Maya Angelou PCS was a chaotic school environment. The school building was unkempt with dust, chipping paint, and peeling posters, and the classrooms were cluttered. In one classroom textbooks were in a messy heap in the back of the room, and in another observation the bulletin board was ripped with the paper hanging down. In the senior wing of the building where the gymnasium was converted into classrooms, the electricity went out if the air conditioners were turned on. This led to uncomfortably warm conditions in the classrooms for students and teachers. Class transitions were noisy and students did not move to class in a timely manner. Teachers and administrators called for students to go to class, but students often ignored them. In several observations students walked into classes to which they were not assigned and teachers had to urge them to leave and go to their assigned class. Many classroom doors were locked while classes were in session, and in two instances QSR team members could hear loud talking, singing, and drumming in classrooms while knocking to enter. When the team members entered, the teachers attempted to bring the class back together to work on an assignment. The school's administration told the QSR team lead that they are in the midst of a school turnaround and were replacing 90% of the teaching staff.

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

This table summarizes Maya Angelou 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 Review Visit.

Mission and Goals	Evidence
Mission: The mission of Maya Angelou Public Charter School is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can reach their potential. At Maya Angelou PCS, students develop academic, social and employment skills that they need to build rewarding lives and promote positive change in the community.	The QSR team concluded that there is limited evidence that Maya Angelou PCS is meeting its mission. *Create learning communities:* The QSR team did not observe students working together in groups or acting like they are part of a learning community. According to the school's schedule the students move in cohorts, but there was little evidence of how these groupings were community-like. *Develop academic skills:* Posters in the hallway and in classrooms indicated a school-wide initiative to ask higher order questions. The three driving questions (3DQ), however, were not integrated in the teaching. Most teachers asked primarily recall questions during lessons. The QSR team observed only one teacher make reference to 3DQ. The academic instruction was generally weak throughout the observations. See the Instructional Delivery section for additional information. *Develop social skills:* The QSR team did not observe social skills taught to students. On the contrary, students were not consistently respectful to one another in the classroom and teachers often chose to ignore poor student behavior. For example, a student in one class used profanity and yelled at a

Mission and Goals	Evidence
	classmate for chewing on a pen. The teacher glanced in the direction of the incident, but did not say anything. *Develop employment skills:* An administrator shared with the QSR team lead that all students in grades 11 and 12 take either a career preparatory course or have an internship. The QSR team did not observe these programs nor were they referenced in any observations.
50% of students in grades 9-10 will meet their assigned growth targets in English in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.	The QSR team observed English classes in all grade levels at Maya Angelou PCS and saw inconsistent evidence of the teachers working with students on individualized growth targets. The work assigned to students in almost all observations was not differentiated to meet individual student needs. Students worked on the same assignments and were expected to complete the same amount of work. In one 10th grade honor's English class, the teacher used visual and auditory methods to deliver the lesson; however, the overall level of instruction lacked rigor. Most of the questions were recall and students did not engage in discussion with each other. English classes observed did not include clear assessments to gauge students understanding or progress. Formative assessments were scheduled for the end of two observations, but the teachers did not get to the assessments due to pacing issues in the lesson. One 9th grade English class had ANet assessment data posted, but neither the teacher nor the students made any reference to the data and there was no evidence of the data being used to drive instruction.
50% of students in grades 9-10 will meet their assigned growth targets in math in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.	The QSR team did not observe strong evidence to support students being assigned or meeting growth targets. The work was not tailored to students' individual needs and math instruction overall was weak. In

Mission and Goals	Evidence
	two different 9th grade math classes, teachers made mathematical errors and gave students incorrect information on how to solve problems. Teachers in about half of the math observations struggled to manage their students' behavior, which took away instructional time. One math classroom was co-taught by general education and special education teachers. While the teachers moved around the room to respond individually to students, they did not effectively teach the mathematical concepts, resulting in them having to respond to the same questions repeatedly but rather than reteach the lesson, they directed students to follow the procedure from another problem that students said they did not understand.
40% of students in grades 9-10 will meet their assigned growth targets in writing in school years 2-5, 60% in school years 6-10, 70% in school years 11-15.	The QSR team heard references made to students having writing assignments and observed writing taking place in a few of the classes. A 12th grade English teacher collected papers that students had written at the start of the class period. The QSR team member could not determine the topic or length of the assignment. Only about 50% of the students submitted a paper. In a 12th grade math class, students worked on PowerPoint projects and the teacher instructed student to write a paragraph at the end of the project on an influential person in their life. No students worked on that component of the assignment during the observation. When students wrote in class, teachers primarily asked students to fill in charts or create lists. Teachers did not directly instruct students in writing techniques or ask students to write in complete sentences.
70% of students will graduate high school in six years	The QSR team neither looked for nor observed any evidence related to this goal.

85% in-seat attendance rate; 20% of truant students and/or students with a history of truancy will be re-engaged to attend MAPCHS or the Maya Adult Charter School	Although attendance was discussed in the board meeting minutes, the QSR team saw no evidence that the school is prioritizing a high in-seat attendance rate. In all of the observations, the average class size was about seven students. Students entered class late in more than half of the observations; some entered more than 15 minutes late. Teachers and students made reference to absences in several observations. Twice QSR team members heard students say that they were not going to be at school the next day because they did not want to attend. Currently Maya Angelou has the lowest in-seat attendance rate in sector at 77%.
Fewer than 30% of students will receive an out-of-school suspension[1] in years 1-5; fewer than 25% will receive an out-of-school suspension in years 6-15.	The QSR team neither looked for nor observed any evidence related to this goal.
At least 60% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 1-5; 65% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 6-15.	The QSR team neither looked for nor observed any evidence related to this goal.
75% of exiting graduates will enter the workforce or enter into post-secondary education one year after high school graduation.	While the QSR team neither looked for nor observed students' postsecondary plans, the team saw evidence that the school has an internship and career preparatory program in place. A list was posted in the hallway indicating when students attend their Internship Placements or Career Prep Placements. An administrator told the QSR team lead that all 11th and 12th grade students participate in an internship or career prep class.

| Board Governance | A QSR team member reviewed the board meeting minutes from the last board meeting, which took place on December 13, 2013. A quorum was present. The CEO, Dr. Heather Wathington, gave a report on status of the building renovation and discussed that the school is actively seeking a tenant for the bottom two floors. Dr. Wathington shared the school improvement plan and action plan that Maya Angelou PCS submitted to PCSB as a part of its renewal. In a conversation about an Adequacy Study that recently showed a discrepancy in funding for alternative schools, board member Mr. Davies offered his help to set up a meeting with Deputy Mayor of Education Abby Smith.

Dr. Wathington gave the reports for the middle and high schools. The middle school started off well with attendance, students were engaged in the Saturday school program, but staff turnover was a challenge. At the high school, the attendance rate stayed around 85% and in-school suspension was working well to keep out of school suspensions to a minimum. Ms. Sarah Navarro gave the update for the Young Adult Learning Center (YALC). The YALC staff worked hard to get students to take the General Education Development (GED) exam before test changed in January. He stated that the workforce program was going well and they hoped to have a plan to rollout new program in the spring. Finally Mr. Rennie Taylor gave an update on the Academy. The Woodcock Johnson scores were better than the last time and there was some growth in both English and math. |

SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes

1) Maya Angelou PCS – Evans High School's intervention and support strategies as detailed in its web-based Intervention and Support Plan as a result of its Priority Classification; and,

2) The evidence that the QSR team member observed of the school implementing those strategies during both the scheduled day on April 22, 2014 and the observation window from May 12 to May 23 for the Spring 2014 QSR.

PCSB leaves it to the discretion of school leadership to determine the best use of time during the scheduled day of observations for the purposes of Priority intervention strategies. Therefore it may not be possible to observe certain strategies chosen by the school. In cases where PCSB did not have the opportunity to observe the strategy, we will use the following statement: "While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy."

Please note that much of the evidence for the implementation of intervention and support strategies was observed through classroom observation and was aligned to the *Framework for Teaching*. The QSR team noted the specific classroom observation elements that speak to these strategies, where appropriate, in order to avoid repetition.

Indistar Strategy	Alignment to Turnaround Principles	School's Description of Strategy	Evidence
IID09: Instructional Teams use student learning data to plan instruction	Effective Use of Data School Leadership Curriculum, Assessment and Intervention	We will utilize an assessment analysis document (created by one of our teachers) to track how teachers use assessment data to modify instruction. This form will be submitted by department twice per quarter. As a result of this strategy, teachers should also demonstrate proficiency or exemplary instructional strategies outlined in Charlotte Danielson's The Framework for Teaching Evaluation Instrument. Additionally, PCSB observers should see highly differentiated instruction, through process or learning product, as a result of the use of student data to tailor instruction to a student's needs.	A QSR team member observed an administrative meeting expecting to see evidence of assessment data being used to differentiate instruction as per the school's strategy description. Instead, the team observed administration discussing data showing students' participation in Spring Break Boot Camp, an extra-curricular opportunity for seniors who are academically behind to receive additional instruction and support, and qualitative data on teacher observation. They observed the team use the latter to help determine which teachers require more support with instructional and classroom management strategies. While the team shared with PCSB a binder of Achievement Network (ANet) data and meeting notes, which included a schedule for each ANet cycle (assessment, re-teach action plan, action plan feedback, re-assessment, reflection meeting, post-data debrief, and coaching meeting), the QSR team did not directly observe any elements of the cycle, nor did they see evidence of differentiated instruction in classrooms.
IIIA06: All teachers test frequently using a variety of evaluation methods and	Effective Use of Data	Assessments within classrooms should demonstrate the teacher's utilization of more alternative assessments that allow	The QSR team did not observe evidence of this strategy's implementation. Teachers in two observations on the scheduled day had data posted

Indistar Strategy	Alignment to Turnaround Principles	School's Description of Strategy	Evidence
maintain a record of the results	Curriculum, Assessment and Intervention	for student creativity.

As a result of this strategy, teachers should also demonstrate proficiency or exemplary instructional strategies outlined in Charlotte Danielson's The Framework for Teaching Evaluation Instrument.

Additionally, PCSB observers should see highly differentiated instruction, through process or learning product, as a result of the use of student data to tailor instruction to a student's needs. | in their classrooms. Several classrooms had labeled data walls, but there was no data posted. Only one teacher referred to a class assessment.

The only formal assessment cycle seemed to be ANet, which is not an alternative assessment but used by many traditional and college-prep public charter schools.

During the unannounced observations, teachers in a few classrooms indicated that students were working on final projects in the form of PowerPoint presentations or posters. However students were not focused on the assignments and most students with computers were visiting websites that did not appear related to the project. In a Spanish class students presented on research they had done about a Spanish-speaking country. The presentations were not thoroughly researched and the assignment did not have rigorous standards. Students were only expected to share a short list of basic facts about the country, such as the population, names of major cities, and primary exports. This presentation was entirely in English except for the names of the primary exports. |
| **IIIC14:** The school uses relevant data to inform appropriate actions for continually improving the | Effective Use of Data

School Leadership | As a result of this strategy, teachers should also demonstrate proficiency or exemplary instructional strategies outlined in Charlotte Danielson's The | The QSR team observed evidence that Maya Angelou PCS's administration is implementing this strategy. During the administrative meeting observed on the scheduled day, a QSR team |

Indistar Strategy	Alignment to Turnaround Principles	School's Description of Strategy	Evidence
climate and culture of the school	School Climate and Culture	Framework for Teaching Evaluation Instrument. Additionally, PCSB observers should see highly differentiated instruction, through process or learning product, as a result of the use of student data to tailor instruction to a student's needs.	member saw the administration discuss school culture and climate data. The principal shared data on seniors' attendance at the Spring Break Boot Camp and the group discussed in which senior activities students who did not attend would be able to participate. While discussing the qualitative data from teacher observations, the administrative team made plans for professional development to help teachers struggling with classroom climate and culture. The administrators also consulted student discipline data to plan interventions with individual students and professional development for teachers on handling the most common disciplinary issues.
IVC01: The school regularly communicates with parents about its expectations of them and the importance of the "curriculum, of the home," (i.e., what parents/guardians can do at home to support their children's learning) **IVC02:** The school's website will have a parent section that includes information on home support	School Leadership School Climate and Culture	The Family Engagement Center (F.E.C.) will operate Tuesday and Thursday evenings, from 5:30-7pm. It will be facilitated by the parent liaison and a counselor and / or a special guest. The FEC will provide clinical mental health support for all parents/guardians that attend. In addition, the FEC will conduct a variety of seminars and educational forums to educate parents on their role in the educational process. The parent liaison will also use a weekly blog (for 9th grade parents) to share tips for parents to help support their children's learning.	While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy. However, a QSR team member reviewed the school's parent engagement binder, which had sign-in sheets from the Family Engagement Center (FEC) and from parent meetings. Team members also saw copies of a newsletter and fliers informing parents about school events and parent meetings, including a Title I Holiday Brunch, which was targeted toward the parents of students with disabilities. This newsletter did not appear to be monthly. Maya Angelou PCS's parent liaison shared the AlertNow automated phone communication

Indistar Strategy	Alignment to Turnaround Principles	School's Description of Strategy	Evidence
for learning, announcements, parent activities/resources, and procedures on how parents may post items. **IVD03** The school will build capacity around development and implementation of effective, academically-focused family and community engagement, particularly for students with disabilities and ELLs and their families.		The parent liaison will continue to use AlertNow (via phone) to communicate announcements and school events to parents. The parent liaison will issue a monthly newsletter and calendar via mail to parents/guardians. Parent Liaison submits a weekly blog on Competency Based Education initiatives (9th grade) and other schoolwide events, activities, and initiatives. This blog began in September of 2013. Our founding organization, The See Forever Foundation, has a parent section on its website (www.seeforever.org), on which parents can obtain enrollment info, contact info, and general info about our programs	system with a QSR team member. According the to the system logs, the school used AlertNow to communicate announcements and ongoing school activities with parents at regularly throughout the school year. The school's website has a login section for students and parent. The QSR team was not able to view portions of the website requiring a login. There is some information on the FEC available without logging in.
IVD01: The professional development programs for teachers include assistance in working effectively with parents.		The parent liaison will conduct bi-annual training with all staff on strategies to communicate better with parents/guardians of our students.	While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy. The school's calendar included a date for an after school professional development session for teachers on working with parents on

Indistar Strategy	Alignment to Turnaround Principles	School's Description of Strategy	Evidence
		Staff will regularly communicate with parents/guardians to inform them of student's progress and communicate scholars' areas of growth.	the calendar.

CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 36% of the observations as "proficient" or "exemplary" for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored half of the observations as proficient in Creating an Environment of Respect and Rapport, with none scoring exemplary. Interactions between teachers and students in half of the observations were generally positive and respectful. In a couple of instances, teachers made connections between the lesson and students' interests. The classroom environment was friendly and teachers and students appropriately joked with each other. A few teachers demonstrated knowledge of students' lives outside of school.	Exemplary	0%
		Proficient	50%
	Observations that scored below proficient had inconsistent interactions between teachers and students. Students were disrespectful toward each other with little intervening from the teacher. One student yelled at another saying, "Shut up before I punch you in the throat." The teacher attempted to respond by giving the student a firm look, but the student ignored the teacher's attempts to quell the argument. In another instance a teacher instigated the lack of respect by speculating with another student about the sexual orientation of a student who had stepped out of the room.	Satisfactory	33%
		Limited	17%
Establishing a Culture for	The QSR team scored 22% of observations in Establishing a Culture for Learning	Exemplary	0%

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

Classroom Environment	Evidence Observed	School Wide Rating	
Learning	proficient. Teachers had high expectations for students posted in the classroom. A few teachers scoring proficient gave students praise and told them that the work they were doing was important.	Proficient	22%
	Teachers in 78% of observations scored did not convey high expectations for students. Several teachers said things like, "Just get it done," rather than making sure that all students understood the course material well. In one honors class, the teacher noted that the book they were going to start is "very big" so they will just read snippets. The book, however, was average length at about 250 pages.	Satisfactory	61%
	Students were allowed to spend much more time socializing in many observations than doing academic work. In a few cases teachers were also engaged in chitchatting with students about things unrelated to the class for significant amounts of time. Teachers in two observations sat at their desks working on their computers for the majority of the class period while students talked among themselves.	Limited	17%
Managing Classroom Procedures	The QSR team scored only 17% of observations as proficient in Managing Classroom Procedures, with none scoring exemplary. The proficient observations had classroom routines that ran smoothly and did not cause the loss of instructional time. When most of the students in one classroom did not have their textbooks with them, the teacher had extras on hand and distributed them quickly according to a system. In another observation students followed an established procedure for entering the room, collecting their portfolios, and beginning the warm-up.	Exemplary	0%
		Proficient	17%

Classroom Environment	Evidence Observed	School Wide Rating	
	In 83% of observations, the QSR team did not see evidence that classroom procedures ran smoothly. Many classes did not begin on time due to ineffective procedures. Students entered class late and did not get to work right away. The teacher in one observation expected that tardy students come to class with a pass; however, the teacher spent most of the class period telling the student to go get passes before entering class and many of the students never returned to class.	Satisfactory	55%
	Additionally, considerable instructional time was lost due to poorly executed classroom procedures. Students in one class spent several minutes distributing papers resulting in the majority of students not being productively engaged in the lesson. The teacher in another observation had to remind students to take out paper to take notes during class. Instructional time was lost while the class waited for the most students to be ready to take notes.	Limited	28%
Managing Student Behavior	The QSR team rated 55% of observations as proficient in Managing Student Behavior, with none scoring exemplary. Teachers effectively redirected students when a behavior issue arose. In these observations teachers used techniques like proximity to monitor and respond to student behavior.	Exemplary	0%
		Proficient	55%
	In the observations scoring below proficient, teacher responses to student misbehavior were uneven and teachers did not enforce standards of conduct. One student walked around a classroom repeating profanity, and the teacher responded saying, "Language," a couple of times. In other observations students ignored teacher redirections. A teacher asked a student to get started on the assignment in an English class. The student then got up and walked out of the room ignoring the teacher's question of where the student was going.	Satisfactory	28%
		Limited	17%

INSTRUCTIONAL DELIVERY

This table summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 21% of the observations as "proficient" or "exemplary" for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 28% of observations proficient in Communicating with Students, with none scoring exemplary. Teachers in these observations communicated the purpose of the lesson to students and presented content in a clear and factually correct manner. In one observation the teacher defined sympathy and empathy for students using examples to which the students could relate. A few students correctly gave their own examples of when to use the words indicating their understanding. Another teacher centered the lesson on an essential question and students worked to answer it throughout the class period.	Exemplary	0%
		Proficient	28%
	In many of the observations scoring below proficient, the teachers did not present the course material clearly or convey a purpose for the work. Students in several observations asked how to do the work after the teacher gave direct instruction because they were not clear on the lesson. One English teacher introduced a book written during the Harlem Renaissance, but he went on a tangent about the Italian Renaissance and students asked questions about how it connected to the Harlem Renaissance. Students were not encouraged to intellectually engage with the work.	Satisfactory	61%
	These observations also included teachers making content errors. At one point a student attempted to correct a teacher incorrectly solving a two-digit subtraction problem but the teacher dismissed the student and made a statement indicating disappointment that the student could not do a basic problem. In another class students were writing a Public Service Announcement (PSA), however, the example that the teacher shared was not a PSA but an advertisement.	Limited	11%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Questioning and Discussion Techniques	The QSR team rated 28% of observations as proficient in Using Questioning and Discussion Techniques, with none scoring exemplary. Teachers in these observations asked a mix of recall and open-ended questions. One teacher asked, "Why do you think the author included these pictures throughout the book?" and then facilitated students responding to each other's ideas. In another class the teacher asked, "Why do you think revolutions occur?" and students engaged in a lively discussion.	Exemplary	0%
		Proficient	28%
	In the observation scoring below proficient, teachers primarily asked yes or no and recall questions. Despite the school's emphasis on the three driving questions, the majority of classrooms did not ask those higher order questions. In a couple of observations, teachers asked more open-ended questions but only one or two students regularly responded. Teachers in two observations made no attempt to engage students in discussion of the material either one-on-one or whole group.	Satisfactory	50%
		Limited	22%
Engaging Students in Learning	The QSR team scored only 17% of observations in Engaging Students in Learning as proficient, with none scoring exemplary. In one classroom, the majority of the class was intellectually engaged throughout the observation. The teacher accepted different approaches to the material and effectively used a novel and its drawings to support intellectual engagement. The teacher in another observation used a film to illustrate literary terms pausing occasionally to highlight the key terms. The majority of the students were actively watching and participating.	Exemplary	0%
		Proficient	17%

Instructional Delivery	Evidence Observed	School Wide Rating	
	The majority of observations scoring less than proficient had only whole group instruction with little to no room for students to intellectually engage with their peers. Additionally the pacing in several observations was too slow. In a couple of instances, the class ran out of time for a lesson closure or the exit ticket. In another observation students were only asked to copy some definitions and the students spent most of the class period without academic work to do.	Satisfactory	66%
	In many observations students were not intellectually engaged in the lesson. Teachers assigned tasks that only required students to copy notes from the board or definitions from a textbook. In one math class the teacher handed out a worksheet and solved all the problems on the board telling the students to copy down the answers at the end. The class ended several minutes before the end of the period and the students sat and talked until it was time to leave.	Limited	17%
Using Assessment in Instruction	The QSR team scored only 11% of observations as proficient in Using Assessment in Instruction, with none scoring exemplary. Teachers in the observations that scored proficient gave students criteria for quality work. In one history class the teacher reviewed assessment criteria with the students. Teachers also asked questions to check for student understanding.	Exemplary	0%
		Proficient	11%
	The majority of observations scored below proficient because teachers did not give students effective feedback on their work or articulate what high quality work looks like. One teacher gave primary whole group feedback consisting of, "Yes!" and "No, come on guys." At one point the teacher made an adjustment to accommodate a student's question, but it did not successfully address the student's question. In another observation the teacher walked around to monitor student understanding, but the teacher did not give students specific feedback on their work other than to reiterate the assignment.	Satisfactory	67%
		Limited	22%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Classroom Environment	Limited	Below Proficient	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.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
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	Below Proficient	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	Below Proficient	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.