DC PUBLIC CHARTER SCHOOL BOARD

July 1, 2024

Ms. Mary Beth Blaufuss, Board Chair
Ms. Karen Venable-Croft, Executive Director
Girls Global Academy Public Charter School

Dear School Leaders:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. DC PCSB identified Girls Global Public Charter School for a Qualitative Site Review because the school is eligible for its five-year charter review during school year 2024 – 25.

A Qualitative Site Review team conducted on-site reviews of Girls Global Academy Public Charter School from April 1 – 12, 2024. The team observed 75.0% of the campus's core content classes. Observers evaluated classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*. Additionally, the team reviewed Girls Global Academy Public Charter School's sample English language arts and math assignments to determine whether the assignments align with grade-appropriate standards. See the team's findings in the enclosed Qualitative Site Review report.

DC PCSB conducted all classroom observations in accordance with the Qualitative Site Review Protocol. See page 7 of the protocol for information about disputing Qualitative Site Review findings.

Sincerely,

Melodi Sampson
Chief School Performance Officer

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Qualitative Site Review (QSR) Report

Girls Global Academy Public Charter School (Girls Global PCS)			
Year Opened	2020 – 21	**Ward**	2
Grades Served	9 – 12	**Total Enrollment**	193[1]
Students with Disabilities Enrollment	51	**Emerging Multilingual Learners Enrollment**[2]	5
Mission Statement			
To foster pathways to lead and learn.			
Observation Window		**In-Seat Attendance Rate on Observation Day(s)**	
04/01/24 through 04/12/24		Visit 1. 04/01/24: 79.1% Visit 2. 04/02/24: 86.2% Visit 3. 04/05/24: 79.6% Visit 4. 04/11/24: 83.5%	

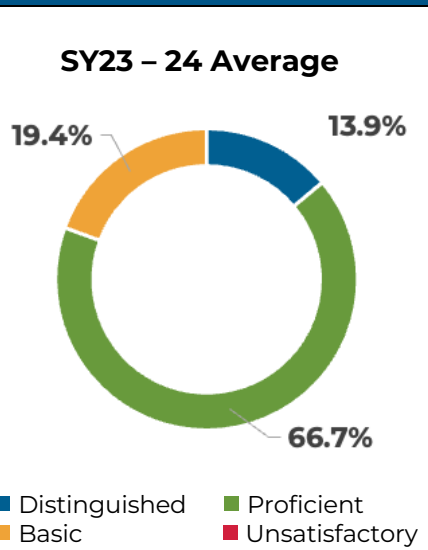
Observation Summary

During the two-week observation window, the QSR team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction at Girls Global PCS. The QSR team comprised of three DC PCSB staff members and consultants, including one special education expert.

[1] This enrollment figure is based on preliminary, unvalidated data as of the QSR document submission date, March 15, 2024.
[2] DC PCSB updated its terminology referring to charter students learning a new language. Emerging multilingual learner (EML) replaces the term English Learner (EL). For more information, see the DC PCSB announcement linked here: https://bit.ly/44plsmb.

In the Classroom Environment domain, the average was 2.94 indicating an overall rating of just below proficient. The QSR team scored 80.6% of observations as distinguished or proficient in the classroom environment domain. The highest performing component in this domain was 2d, "Managing Student Behavior," with 88.9% of observations rated as distinguished or proficient. Across most classrooms, student behavior was generally appropriate. See below for a breakdown of scores by component:[3]

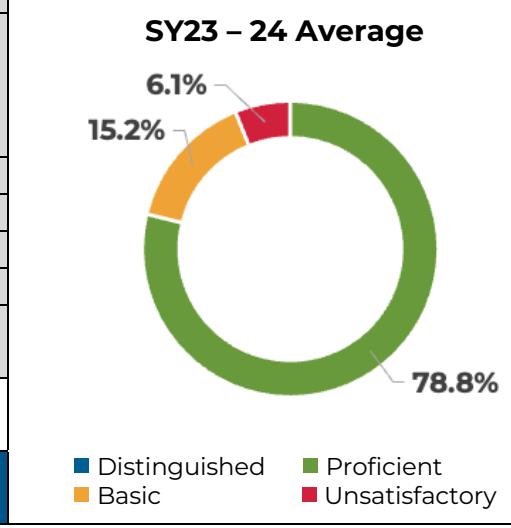
Domain	Classroom Environment				
Component	**2a** Creating an Environment of Respect and Rapport	**2b** Establishing a Culture for Learning	**2c** Managing Classroom Procedures	**2d** Managing Student Behavior	**2e**[4] Organizing Physical Space
Distinguished	11.1%	0%	11.1%	33.3%	0%
Proficient	66.7%	77.8%	66.7%	55.6%	100%
Basic	22.2%	22.2%	22.2%	11.1%	0%
Unsatisfactory	0%	0%	0%	0%	0%
Component Average	**2.89**	**2.78**	**2.89**	**3.22**	**3.00**
Domain Average	**2.94**				
% Proficient or above	**80.6%**				



[3] Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.
[4] Component 2e, "Organizing Physical Space" is not included in the "Domain Average," nor is it included in the "% Proficient or above" rate. While this component has been part of the 2013 edition of the Charlotte Danielson *Framework for Teaching*, SY 2023 – 24 is the first year in which DC PCSB pilots the evaluation of 2e. DC PCSB expects to evaluate component 2e beginning in SY 2024 – 25 officially.

In the Instruction domain, the average was 2.74, indicating an overall rating just below proficient. The QSR team scored 78.8% of observations as proficient in the instruction domain. The highest performing component in this domain was 3a, "Communicating with Students," with 88.9% of observations rated as proficient. Across most classrooms, teachers clearly stated what students would be learning. See below for a breakdown of scores by component:[5]

Domain	Instruction				
Component	**3a** Communicating with Students	**3b** Using Questioning and Discussion Techniques	**3c** Engaging Students in Learning	**3d** Using Assessment in Instruction	**3e**[6] Demonstrating Flexibility and Responsiveness
Distinguished	0%	0%	0%	0%	0%
Proficient	88.9%	83.3%	66.7%	77.8%	100%
Basic	11.1%	16.7%	22.2%	11.1%	0%
Unsatisfactory	0%	0%	11.1%	11.1%	0%
Component Average	**2.89**	**2.83**	**2.56**	**2.67**	**3.00**
Domain Average	**2.74**				
% Proficient or above	**78.8%**				



[5] Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.
[6] Component 3e, "Demonstrating Flexibility and Responsiveness," is not included in the "Domain Average," nor is it included in "% Proficient or above" rate. While this component has been part of the 2013 edition of the Charlotte Danielson *Framework for Teaching*, SY 2023 – 24 is the first year in which DC PCSB pilots the evaluation of 3e. DC PCSB expects to evaluate component 3e beginning in SY 2024 – 25 officially.

Specialized Instruction for Students with Disabilities

Before the two-week observation window, Girls Global PCS completed a questionnaire about how it serves students with disabilities. According to the school, all lessons and materials are differentiated and scaffolded. The school also stated it supports students with disabilities by making accommodations and modifications to grade-level, Common Core-aligned assignments. The school provides push-in, pull-out, and specialized courses. DC PCSB observed specialized instruction in the following settings: push-in and pull-out. Reviewers looked for evidence of the school's articulated program. Overall, DC PCSB found the school implemented its stated special education program with fidelity.

In the Classroom Environment domain, the special education observations' average was 3.25, indicating an overall rating just above proficient. In the Instruction domain, the special education observations' average was 3.00, indicating an overall rating of proficient. See below for a breakdown of scores by component:[7]

Domain	Classroom Environment					Instruction				
Component	**2a**	**2b**	**2c**	**2d**	**2e**	**3a**	**3b**	**3c**	**3d**	**3e**
Component Average	3.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00
Domain Average	**3.25**					**3.00**				

Key trends from the special education observations are summarized below.

- **Push-in:** In this observation, the special educator pushed into the classroom, and the teachers co-taught the lesson. The general education teacher led primary instruction while the special education teacher assisted two students at a group table with their work. While supporting the two students, the special education teacher repeated directions and simplified the questions the general education teacher posed. The special education teacher provided prompts to students, such as "Why did you choose linear?" The teacher also referenced an exponent table poste featured on the board. At one point in the lesson, a student practiced sharing their answer quietly to the special education teacher before sharing it aloud with the class.

[7] Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.

- **Pull-out:** In this observation, the teacher delivered content in a small group setting. During this observation, the teacher employed a spiderweb graphic organizer to help students identify up to four character traits of people they admired. The teacher allotted students frequent breaks. At the start of the class, the teacher used a checklist to display the agenda for the day. The teacher also used sentence starters projected on the board to support students in speaking about character traits. The teacher frequently repeated, simplified, and modeled directions. For example, at one point in the observation, the teacher modeled character traits they admire in another teacher.

Classroom Environment[8]

This table summarizes the school's performance in the Classroom Environment domain during the unannounced visits. The rating categories—"distinguished," "proficient," "basic," and "unsatisfactory"—come from the *Framework for Teaching*.[9] The QSR team scored 80.6% of classrooms as "distinguished" or "proficient" in the Classroom Environment domain.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
2a. Creating an Environment of Respect and Rapport	The QSR team rated **11.1%** of observations as **distinguished** in this component. In the distinguished observation, the teacher demonstrated knowledge and care about individual students' lives beyond the class and school. In one observation, students started a new unit on human behavior and completed an identity chart. Students shared current issues outside of school that interested them or made them sad or angry.
	The QSR team rated **66.7%** of observations as **proficient** in this component. In the proficient observations, interactions between teachers and students and amongst students were uniformly respectful. In one observation, as students entered the classroom, the teacher greeted them by name. In another observation, the teacher had students use five words to describe their feelings on that specific day. In this same observation, a student told the teacher, "I'm glad you brought your glasses today." In another observation, the class clapped for a student who presented their project. In another observation, a student asked for a ruler, and the teacher went to their backpack to retrieve one for the student. The student then said, "Thank you." Across observations, students exhibited respect for the teacher and their classmates by following directions and politely listening to one another's ideas.
	The QSR team rated **22.2%** of observations as **basic** in this component. In the basic observations, the interactions between teachers and students or amongst students were uneven. In one observation, students repeatedly used their phones during the observation

[8] The QSR team may observe teachers more than once by different review team members.
[9] For details, see the framework's "Classroom Environment Observation Rubric," available in Appendix I.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	rather than completing their work. As the teacher gave directions and spoke, students watched TikTok videos on their devices, completely disregarding the teacher.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2b. Establishing a Culture for Learning	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **77.8%** of observations as **proficient** in this component. In the proficient observations, teachers highly regarded students' abilities. In one observation, students discussed the bystander effect and connected it to their reading of Frankenstein. The teacher asked all students to share and listened attentively to their answers. After everyone had shared, the teacher asked students to compare what was happening in the text. Students also expended good effort to complete high-quality work. In one observation, students consistently raised their hands to share their thinking and excitedly participated. In another observation, students immediately began their work upon receiving it. In another observation, students reviewed practice test questions before starting a test. All students engaged in each part of the lesson.
	The QSR team rated **22.2%** of observations as **basic** in this component. In the basic observations, the teacher conveyed high expectations only for some students. In one observation, the teacher circulated the classroom, checking in with students to ensure completion of work. However, the teacher only checked in with students who were on task and disregarded students who were not. As a result, students who were disengaged did not complete their work.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2c. Managing Classroom Procedures	The QSR team rated **11.1%** of observations as **distinguished** in this component. In the distinguished observation, students took initiative in distributing and collecting materials efficiently. In one observation, as students entered the classroom, a student distributed individual notebooks to each student. Later in the lesson, another student used a clipboard to assign points to students who participated throughout the lesson.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	The QSR team rated **66.7%** of observations as **proficient** in this component. In the proficient observations, classroom routines functioned smoothly. In one observation, students worked productively during independent work time. In another observation, the teacher greeted students and handed them their workbooks as students entered the classroom. In another observation, students signed themselves in and out of the classroom when using the bathroom. In another observation, the teacher displayed a checklist on the board of items students should have on their desks. Upon entering the classroom, students immediately retrieved the items from their backpacks. Teachers also used timers to keep track of lessons and pacing. Across observations, teachers' clear classroom routines maximized instructional time.
	The QSR team rated **22.2%** of observations as **basic** in this component. In the basic observations, students not working directly with the teacher were only partially engaged. In one observation, students not working with the teacher engaged in off-task behaviors for the entire duration of the observation. Students used their cellular devices, talked to their peers, and watched nonacademic videos on their Chromebooks.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2d. Managing Student Behavior	The QSR team rated **33.3%** of observations as **distinguished** in this component. In the distinguished observations, student behavior was entirely appropriate; any student misbehavior was very minor and swiftly handled. In one observation, as students presented their projects, classmates kindly listened and took notes. Across observations, students did not need any reminders about behavior.
	The QSR team rated **55.6%** of observations as **proficient** in this component. In the proficient observations, teachers frequently monitored student behavior. Across observations, teachers consistently circulated classrooms, monitoring behavior through proximity. Teacher responses to student misbehavior were also effective. In one observation, when one student told another to "Shut up," the teacher said, "We use kind words in this classroom." In another observation, when a student was played with mascara, the teacher said, "Can you please put that away?"

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	The student did so. In another observation, when students were working in groups, the teacher approached a group beginning to get off-task and said, “Focus, focus.” Students then re-engaged. Across observations, student behavior was generally appropriate.
	The QSR team rated **11.1%** of observations as **basic** in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
2e. Organizing Physical Space	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **100.0%** of observations as **proficient** in this component. In the proficient observations, classrooms were safe, and all students could see and hear the teacher and the board. In one observation, students were seated in movable desks facing the front board. In another observation, all students could see the teacher taking notes on the board. Students also had copies of their materials at their desks. Teachers also made appropriate use of available technology. In one observation, the teacher guided students through an online game. In another observation, students watched a video to support them in understanding a text. In another observation, the teacher shared a video on how to give a strong presentation before students presenting.
	The QSR team rated **none** of the observations as **basic** in this component.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.

Instruction

This table summarizes the school's performance in the Instruction domain during the unannounced visits. The rating categories—"distinguished," "proficient," "basic," and "unsatisfactory"—come from the *Framework for Teaching*.[10] The QSR team scored 78.8% of classrooms as "distinguished" or "proficient" in the Instruction domain.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
3a. Communicating with Students	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **88.9%** of observations as **proficient** in this component. In the proficient observations, teachers clearly stated what students would be learning. Teachers stated the following objectives: • "We are starting a new topic for the final topic of this quarter. Today, you will be thinking about what makes up your identity and reading about how different people struggle with the different ways they define themselves." • "We will discuss the bystander effect and connect it to our text." • "Review questions in preparation for our assessment." Across observations, students engaged with the learning tasks, indicating they understood what to do. Teachers' vocabulary and usage were correct and entirely suited to the lesson, including, where appropriate, explanations of academic language. In one observation, a student asked if the carbon cycle always goes in the specific order shown. The teacher then displayed a model and further explained. Later in this lesson, the teacher also explained other science vocabulary words upon student request.
	The QSR team rated **11.1%** of observations as **basic** in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
	The QSR team rated **none** of the observations as **distinguished** in this component.

[10] For details, see the framework's "Instruction Observation Rubric," available in Appendix II.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
3b. Using Questioning and Discussion Techniques[11]	The QSR team rated **83.3%** of observations as **proficient** in this component. In the proficient observations, teachers used open-ended questions, inviting students to think and offer multiple possible answers. Teachers posed the following questions: • "How do we know it's exponential?" • What would be the next number in this pattern?" "How do you know?" • "What are examples of words they used to describe people they admire?" • "Why are these traits that people might admire?" • "Now that you have an identity chart, why do you think it is important?" Questions allowed multiple students to participate in discussions, and many students did so. Teachers asked students to justify their reasoning, and most students attempted to do so. Across observations, teachers further probed student thinking by asking why students had a specific opinion and why they believed it to be important.
	The QSR team rated **16.7%** of observations as **basic** in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.
3c. Engaging Students in Learning	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **66.7%** of observations as **proficient** in this component. In the proficient observations, most learning tasks had multiple correct responses or approaches and encouraged higher-order thinking. In one observation, students used a graphic organizer to identify the character traits of a person they admired. Each student chose a different person they admired. In another observation, students practiced linear and exponential function word problems. In another observation, students independently created projects that covered healthy diets. The project required students to gather data on their diet for three days to

[11] The QSR team conducted nine observations at Girls Global PCS but did not have sufficient evidence to rate component 3b, "Using Questioning and Discussion Techniques," for three of the nine observations. As a result, one observation represents 16.7% of observations rather than 11.1% of observations in the other components.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	analyze the type of food they consumed and the impact on their health. Across observations, teachers intellectually engaged most students in lessons. Students actively participated and worked diligently to complete their work.
	The QSR team rated **22.2%** of observations as **basic** in this component. In the basic observations, few materials and resources required student thinking or asked students to explain their thinking. In one observation, students completed an assignment as a whole class. Students were engaged. However, the task itself did not require students to think deeply about the content. Students knew how to solve the questions, yet teachers did not prompt students to extend their thinking.
	The QSR team rated **11.1%** of observations as **unsatisfactory** in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.
3d. Using Assessment in Instruction	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **77.8%** of observations as **proficient** in this component. In the proficient observations, the teacher made high-quality work standards clear to students. In one observation, students reviewed a presentation rubric with the teacher to prepare for their final projects. The teacher said, “We are going to look at the highest score. This is how you are going to be scored.” Students then discussed every component of the rubric. In another observation, students started a new unit on human behavior and completed an identity chart. Before students completed the chart independently, the teacher reviewed an example using a made-up person. Students discussed the person’s different traits and then created their own. Feedback also included specific and timely guidance, at least for groups of students. In one observation, the teacher circulated the classroom, checking in with students as they completed their PowerPoints for a project. Teachers also elicited evidence of student understanding. Across observations, teachers asked many checks for understanding throughout lessons to ensure students understood the content.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	The QSR team rated **11.1%** of observations as **basic** in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.
	The QSR team rated **11.1%** of observations as **unsatisfactory** in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.
3e. Demonstrating Flexibility and Responsiveness	The QSR team rated **none** of the observations as **distinguished** in this component.
	The QSR team rated **100.0%** of observations as **proficient** in this component. In the proficient observations, teachers adjusted the lessons when necessary. In one observation, the teacher adjusted the lesson after a student's presentation caused questions among some students. The teacher took time to look up diagrams and hold a discussion with the class to understand the carbon cycle better. Teachers also incorporated students' interests and questions into the heart of the lesson. In one observation, students completed a graphic organizer about the character traits of a person they admired. In another observation, students created a PowerPoint for a project centered around students' diets. In another observation, students discussed global issues that students specifically stated they were interested in.
	The QSR team rated **none** of the observations as **basic** in this component.
	The QSR team rated **none** of the observations as **unsatisfactory** in this component.

Assignment Review

DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample English language arts (ELA) and math assignments Girls Global PCS students received. The campus submitted five ELA samples and five math samples covering a range of grade levels and assignment types. Evaluators used TNTP's *Assignment Review Protocol* to assess whether the assignments:

1. aligned with the expectations defined by grade-level standards,
2. provided students with meaningful practice opportunities, and
3. gave students an opportunity to connect academic standards to real-world issues.[12]

Upon review, evaluators rated each assignment as "sufficient," "minimal," or "no opportunity," describing the opportunity students had to meaningfully engage in worthwhile grade-level content.[13,14]

Assignments are rated out of six total points across three domains (e.g., Content, Practice, and Relevance).[13] Each domain rating has a numerical value:

- Sufficient - 2 points
- Minimal - 1 point
- No Opportunity - 0 points

Then, the domain ratings are summed to get an overall score out of six points. Sufficient assignments require a minimum of four points.[14]

Of the five ELA samples submitted, four assignments received an overall rating of "sufficient." These assignments were aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standards. These assignments integrated more than one grade-level standard in service of comprehension and three of the four assignments allowed students to use their personal voice. One assignment received an overall rating of "no opportunity. This assignment was not aligned to a high-quality grade-appropriate text and did not contain questions that reached the depth of the grade-level standards. Evidence is captured below:

[12] See the ELA Assignment Review Protocol here: https://bit.ly/3V5wbB8. See the Math Assignment Review Protocol here: https://bit.ly/3SU5htz. These evaluation tools are based on TNTP's study, *The Opportunity Myth*, available here: https://bit.ly/2Dv7yId.
[13] For details, see a breakdown of each rating in Appendix III.
[14] For information about determining overall ratings, see the description and scale in Appendix IV.

Assignment	Grade Level	Task Description	Rating		Evidence
Sample 1	12	Students identified the theme of a painting and the poem, “Musee des Beaux Arts.” Students then wrote a thesis statement, and analyzed how specific details impacted the central claim or theme of a text.	Sufficient	6 points	This assignment aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standards. This assignment also integrated more than one grade-level standard in service of comprehension and required students to use what they learned in the text in a grade-appropriate way. Students also had the opportunity to use their personal voice.
Sample 2	12	Students read the short story, “The Lottery,” then collaborated on a presentation in which they used rhetorical strategies to argue for or against a tradition.	Sufficient	5 points	This assignment aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standards. This assignment also integrated more than one grade-level standard in service of comprehension but did not require students to use what they learned in the text in a grade-appropriate way. Students also had the opportunity to use their personal voice.
Sample 3	11	Students read the short story, “The Ones Who Walk Away from Omelas,” then demonstrated their understanding of allegorical connections by making a presentation, participating in an	Sufficient	5 points	This assignment aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standards. This assignment also integrated more than one grade-level standard in service of

Assignment	Grade Level	Task Description	Rating		Evidence
		ethical debate, or responding in writing to an ethical prompt.			comprehension but did not require students to use what they learned in the text in a grade-appropriate way. Students also had the opportunity to use their personal voice.
Sample 4	11	After familiarizing themselves with the technique of symbolism in poetry, students closely read selected passages from the text, "Their Eyes Were Watching God," and analyzed how the author used the symbols of the pear tree and the mule to reveal a theme.	Sufficient	4 points	This assignment aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the targeted grade-level standards. This assignment also integrated more than one grade-level standard in service of comprehension but did not require students to use what they learned in the text in a grade-appropriate way. Students did not have the opportunity to use their personal voice.
Sample 5	10	After reviewing and discussing examples of symbolism, students explain 4 symbols from stories, TV shows, or song lyrics of their choosing.	No Opportunity	0 points	This assignment did not align to a high-quality grade-appropriate text and did not contain questions that reached the depth of the grade-level standards.

Of the five math samples submitted, three assignments received an overall rating of "sufficient." These assignments aligned to a grade-level standard at the appropriate depth and allowed students to engage with mathematical practices at the appropriate depth. One of these assignments also allowed for students to relate academic content to the real-world. Two assignments received an overall rating of "minimal." These assignments aligned to a grade-level

standard and mathematical practice, but not at the appropriate depth. Additionally, students did not have the opportunity to relate academic content to the real-world. Evidence is captured below:

Assignment	Grade Level	Task Description	Rating		Evidence
Sample 1	9	Students engaged with a math task related to polynomial operations in which they were required to make sense of the context and determine the appropriate polynomial operations to arrive at their solution.	Sufficient	6 points	This assignment aligned to a grade-level standard at the appropriate depth and allowed students to engage with mathematical practices at the appropriate depth. Students were also able to relate academic content to the real-world.
Sample 2	9	Students evaluate functions given a table, graph, equation, and story problems. This includes composition of functions and solving for variables given desired output values.	Sufficient	4 points	This assignment aligned to a grade-level standard at the appropriate depth and allowed students to engage with mathematical practices at the appropriate depth. However, students did not have the opportunity to relate academic content to the real-world.
Sample 3	10	Students describe a sequence of transformations that preserve congruency given two figures. They must also divide a line segment and find an indicated point provided a desired ratio.	Sufficient	4 points	This assignment aligned to a grade-level standard at the appropriate depth and allowed students to engage with mathematical practices at the appropriate depth. However, students did not have the opportunity to relate academic content to the real-world.
Sample 4	9	Students were asked to apply their conceptual understanding	Minimal	2 points	This assignment aligned to a grade-level standard and mathematical practice, but not at the appropriate depth. Additionally,

Assignment	Grade Level	Task Description	Rating		Evidence
		to determine if provided relations were functions.			students did not have the opportunity to relate academic content to the real-world.
Sample 5	10	Students applied the concept of scale factor to find missing lengths of similar figures and determine if pairs of figures were similar.	Minimal	2 points	This assignment aligned to a grade-level standard and mathematical practice, but not at the appropriate depth. Additionally, students did not have the opportunity to relate academic content to the real-world.

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC[15]

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued are comfortable taking intellectual risks.
2b. Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c. 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.

[15] Danielson, C. (2014). *The Framework for Teaching: Evaluation Instrument* (2013 ed.). The Danielson Group.

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2d. 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.
2e. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC[16]

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

[16] Danielson, C. (2014). *The Framework for Teaching: Evaluation Instrument* (2013 ed.). The Danielson Group.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3c. Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d. Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3e. Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

APPENDIX III: ASSIGNMENT REVIEW CRITERIA[17]

DC PCSB used the criteria below to assign an overall rating to each ELA assignment.

ELA			
Rating	**Content**	**Practice**	**Relevance**
Sufficient	The assignment is based on a high-quality, grade-appropriate text and contains questions that reach the depth of the grade-level standards.	The assignment both integrates standards and requires students to use what they learned from the text.	The assignment builds grade-appropriate knowledge, gives students a chance to use their voice and/or connects to real-world issues.
Minimal	The assignment is based on a high-quality, grade-appropriate text but does not contain questions that reach the depth of the standard.	Either the assignment does not integrate standards, or it does not require students to use what they learn from the text.	The assignment builds grade-appropriate knowledge but does not give students a chance to use their voice and does not connect to real-world issues.
No Opportunity	The assignment is not based on a high-quality, grade-appropriate text.	The assignment does not integrate standards and does not require students to use what they learn from the text.	The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice and does not connect to real-world issues.

[17] These criteria are based on TNTP's (2018) *The Student Experience Toolkit*, available here: https://bit.ly/3YMPUFO.

DC PCSB used the criteria below to assign an overall rating to each math assignment.

Math			
Rating	**Content**	**Practice**	**Relevance**
Sufficient	All the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.	The assignment connects academic content to real-world experiences and allows students to apply math to the real world in a meaningful way. It may also include novel problems.
Minimal	More than half (but not all) of the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one critical math practice, but not at the level of depth required by the standard.	The assignment connects academic content to real-world experiences, but the problems do not allow students to apply math to the real world in a meaningful way.
No Opportunity	Less than half of the questions on the assignment reach the depth of the targeted grade-level standard.	The assignment provides no opportunity to engage with critical mathematical practices while working on grade-level content.	The assignment does not connect academic content to real-world experiences.

APPENDIX IV: OVERALL ASSIGNMENT RATING SCALE

DC PCSB used the criteria below to assign an overall rating to each assignment.

The overall assignment rating is used to reflect whether an assignment is considered grade-appropriate (*Sufficient*) or not grade-appropriate (*Minimal* or *No*), according to the TNTP assignment rating point scale.

There are three domains to the TNTP assignment tools: Content, Practices, and Relevance. Each domain is rated as 2 points (pts) – Sufficient, 1 point – Minimal, or 0 points – No.

TNTP's definition of a grade-appropriate assignment is an assignment that receives:

- both possible 2 points in the Content domain and
- at least 4 out of 6 points across the three domains of the rating scale

Content	Practice	Relevance	Overall Assignment Rating
Sufficient (2 pts)	Sufficient (2 pts)	Sufficient (2 pts)	**Sufficient (6 pts)**
Sufficient (2 pts)	Sufficient (2 pts)	Minimal (1 pt)	**Sufficient (5 pts)**
Sufficient (2 pts)	Sufficient (2 pts)	No (0 pts)	**Sufficient (4 pts)**
Sufficient (2 pts)	Minimal (1 pt)	Minimal (1 pt)	**Sufficient (4 pts)**
Sufficient (2 pts)	Minimal (1 pt)	No (0 pts)	**Minimal (3 pts)**
Minimal (1 pt)	Minimal (1 pt)	Minimal (1 pt)	**Minimal (3 pts)**
Minimal (1 pt)	Minimal (1 pt)	No (0 pts)	**Minimal (2 pts)**
Minimal (1 pt)	No (0 pts)	Minimal (1 pt)	**Minimal (2 pts)**
Sufficient (2 pts)	No (0 pts)	No (0 pts)	**Minimal (2 pts)**
Minimal (1 pt)	No (0 pts)	No (0 pts)	**No (1 pt)**
No (0 pts)	No (0 pts)	No (0 pts)	**No (0 pts)**