Qualitative Site Review and Strategies Visit Protocol for DC Public Charter Schools

Updated July 2015

DC Public Charter School Board
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QUALITATIVE SITE REVIEW

The Qualitative Site Review
The purpose of the Qualitative Site Review (QSR) is to provide PCSB board members, PCSB staff, public charter school leaders, and other community members with qualitative evidence to complement the quantitative evidence gathered in the Performance Management Framework (PMF).

Qualitative Site Reviews are comprised of two components that are conducted at the campus level and two that are conducted at the school level:
    a. An introductory meeting with school leaders to gather information about the school's mission, vision, and academic program (school);
    b. Unannounced school visits (campus);
    c. Observation of a school's board meeting (school);
    d. Observation of a school event(s) if it is pertinent to the school's goals (campus).

The QSR team produces a final report containing an overall assessment for each campus within the Local Education Agency (LEA), which is sent to the school leader and the board chair within eight weeks after the visits.

Classroom observations are at the heart of the QSRs. PCSB staff and consultants who are certified in using the Charlotte Danielson *Framework for Teaching* rubric, will conduct classroom observations during the pre-determined two-week window. These visits are unannounced. During the observations, staff and consultants will gather qualitative evidence in two specific domains: Classroom Environment and Instruction (please see Appendix A).

Reasons for Qualitative Site Reviews

In school year 2015-16, PCSB may complete QSRs at campuses for one of the following reasons or at the Board's discretion:

- Eligible to petition for 15-year Charter Renewal during the 2015-16, 2016-17 and 2017-18 school years.
- Eligible for five-year or ten-year Charter Review during the 2015-16, 2016-17, and 2017-18 school years.
- Designation as a Focus/Priority school by Office of the State Superintendent (OSSE)[1].
- School is in probationary status, as granted by the Office of the Mayor.
- Tier 3 ranking on the PMF

Qualitative Site Review (QSR)		
Reason for Review	**Timeline**	**Type of Review**
New School Visit	First year of operation	New School Review
Tier 3 Monitoring	Each year of Tier 3 status	QSR
Charter Reviews	Year prior to charter review	QSR
Charter Renewals	Year prior to charter renewal	QSR
ESEA Monitoring	Each year of Focus/Priority status	QSR and/or Strategies Visit (See Strategies Visit Section)

Conducting the Qualitative Site Visit

Pre-Visit Meeting

PCSB assumes that the school leader will act as the coordinator and liaison for the QSR Visit; however, the school has the option of designating another person to assume this role. PCSB works with the designated person to ensure that key documents are provided to PCSB and the review team prior to the on-site visits.

PCSB will invite the school leader(s) to meet approximately two to three months prior to the two-week window. PCSB will meet with school leadership to discuss the following items:

- Introductions/Purpose of the Meeting
- Overview of Qualitative Site Visit
- School's Mission and Goals and how they are implemented in the school
- Site Visit Logistics
- Details about unannounced site visit window
- Discussion about Board Meetings and School Events (if applicable)

For schools undergoing charter renewal or review, a member of the charter agreement team will also be available to discuss the alignment of the QSR with the charter renewal/review process.

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[1] Initially the QSR will only apply to the relevant campus in the case of multi-campus schools. PCSB reserves the right to expand the QSR to the entire LEA based on its initial findings.

The following documents should be submitted electronically (please see Required Documentation):
- Master/Daily Schedule
- School Calendar
- Teacher Roster
- SPED Teacher Schedule
- SPED Questionnaire
- Pre-Visit School Questionnaire
- Goals Evidence Table

Unannounced Visits during the Two-Week Window

At the pre-visit meeting, PCSB and the school agree upon a two-week window during which the QSR team may arrive at various times to observe classrooms and the school. It is requested at the pre-visit meeting that the school let PCSB know of dates in the two-week window when students would not be in classes (professional development days, field trips, assessment testing, etc.)

A list of possible observers will be given to the school. PCSB will inform the school of changes prior to the two-week window. Schools should plan on observers staying in the school for four to six hours. Some classrooms may be observed more than once. PCSB's goal is to observe more than 75% of the teaching staff, with a focus on the core content teachers.

Classroom visitors will not be disruptive to classroom activities. Visitors will not interrupt the lesson and will take cues from the teachers and students as to where to sit. The classroom visitor will be taking notes on a computer during the observation.

PCSB staff will be responsible for their own meals and are not permitted to accept gifts, including meals, from DC Charter Schools in the course of performing their official duties. If the school leader learns of any improprieties by the observer, s/he should notify Taunya Nesin, tnesin@dcpcsb.org immediately to file a complaint.

Governing Board Meeting

A PCSB staff member or consultant will attempt to observe the majority of one governing board meeting for the school. The purpose of this visit is to gauge the extent to which the school's governance is providing effective oversight of the charter school. In the event that a PCSB staff member or consultant cannot attend a governing board meeting, PCSB reviews the most recent board meeting minutes posted to EpiCenter to inform the QSR.

School Event

A PCSB staff member may observe part of an event at the school that is aligned to the school's goals.

Inclement Weather

If the school is closed due to inclement weather during a two-week window, the window will extend beyond the number of days the school was closed.

QSR Reports

After the two-week window, the team prepares a written report. The team lead will set up a meeting with school leadership to go over the findings soon after the two-week window has ended. The goal of the report-out is to share evidence-based findings with the school collected throughout the two-week observation period. PCSB will send a completed report to the school's board chair and school leader six to eight weeks after the two-week window. The report will be used to inform charter renewals, charter

reviews, and to provide the Board with complementary evidence to support (or not) a PMF score. Please see Appendix F for a sample QSR report template.

The school can respond to findings in the report that it disagrees with by submitting a written response to PCSB's Deputy Director, ndeveaux@dcpcsb.org.

Additional Dispute with QSR Results

If a school disagrees with the results, the school must provide the following for PCSB:

- o Evidence/documentation of improvement efforts
- o A written request to receive a follow-up visit

If PCSB agrees to conduct a follow-up visit, the visit will occur over a one-month window and 50% of teachers will be randomly selected and observed.

Qualifications for the follow-up visit: Schools must be undergoing the charter renewal/review process, perform low on the QSR (a domain *Framework for Teaching* score less than 50%), and have a Tier 3 rating for at least two of the previous four years.

In most cases, the initial QSR visit will occur the year prior to the review/renewal period. Evidence from both QSRs will support the charter renewal/review process.

Team Organization and Reflection

In addition to the team lead, the QSR team comprises other PCSB staff and consultants who are assigned to visit the school during the two-week window. The QSR team will consist of two or more individuals, depending on the number of core-content teachers in the school. A consultant or staff member with extensive special education experience is also assigned to visits for schools undergoing charter renewal or review.

Responsibilities of the Team Lead:

- Contact the team prior to the two-week window and disseminate information submitted by the school for the visit.
- Assign classrooms to observe to the members of the team
- Indicate times of day specific team members should observe at the school (am or pm) to observe a variety of classrooms
- Collect all observation notes from each member of the team
- Organize and conduct follow-up meeting for team members to discuss observations
- Write the report
- Set up a time with the school to give a report-out of the findings to leadership within two weeks of the end of the two-week window
- Serve as a liaison between the school leadership and the team by answering questions, receiving calls of concern, or in cases of emergencies, such as if the school closes unexpectedly due to inclement weather and the two-week window needs to be revisited.

Responsibilities of the Review Team:

- Review documents from the school and report templates prior to the two-week window, specifically the school's mission and goals
- Plan to spend approximately four hours at the school during the two-week window, please consult the school's schedule when determining your visit schedule
- During analysis and scoring, refrain from judgment and ground comments in evidence, observations, and data.
- Be available to meet with the team in the week following the two-week window by phone or in person.
- Review the report draft, written by the team lead, for accuracy and validate that the report is aligned with the team's impressions and opinions of the school.

Required Documentation

Checklist – Pre-visit documentation – due to PCSB electronically	Submitted?
1. **Master/Daily Schedule** that clearly indicates the subjects taught and times, teachers, and room assignments for all classes	
2. **School Calendar** to include all non-school days, half days, assemblies, school-wide assessments, etc.	
3. **Teacher Roster** that includes all teachers names, room numbers, subject and/or grade taught or administrative role, number of years teaching, and number of students in the classroom (See template in Appendix B)	
4. **SPED Teacher Schedule** that includes the lead teaching or co-teaching class and room assignment of each special education teacher (if school is undergoing the charter renewal/review process)	
5. **SPED Questionnaire** to provide information about and context for the special education supports at your school (See template in Appendix C) (if school is undergoing the charter renewal/review process)	
6. **Pre-Visit School Questionnaire** to provide logistical information about the visit including directions, parking/Metro, conflicts with the two-week window, school events, and upcoming governing board meeting (See template in Appendix D)	
7. **Goals Evidence Table** that gives the team information on how they can expect to see progress toward your charter goals (See template in Appendix E)	

Responsibilities of the School Leader

Pre-Visit
A. Review the QSR Protocol and speak with the school leadership team to orient them to the purpose of the QSR. It is the expectation of the QSR team that all classrooms in the school will be available for observations. B. After receiving the QSR Notification letter from PCSB, confirm the dates of the pre-visit meeting and the two-week window within one week. C. Review the required documentation list and gather the information the QSR team needs to submit for the pre-visit meeting. Send the documents to PCSB QSR Coordinator electronically. These documents will be used to prepare the QSR team for the visits.
During the Unannounced Visit during the Two-Week Window
A. Confirm with school staff that visitors will arrive unannounced to observe classrooms. B. Provide front office staff with the list of possible visitors.
After the Two-Week Window
A. Review the QSR report. Disseminate and discuss finding with constituent groups. B. School leader may prepare a written response to be sent to PCSB.

Work Flow and Timelines

Pre-Visit Meeting	Timeline
PCSB: sends out scheduling letter to schools electronically. Pre-visit meeting dates and document request is attached	Two to three months prior to the Two-Week Window
SCHOOL: confirms date for pre-visit meeting and two-week window	As soon as possible upon receipt
SCHOOL: prepares pre-visit documents and sends electronically to PCSB	Electronically submitted after the pre-visit meeting
PCSB: organizes QSR teams and disseminates school information to the members of each team	Two-weeks prior to Two-Week Window
After the Two-Week Window	**Timeline**
PCSB team lead (with input from team members): creates a draft QSR report, with evidence-based findings	Within one week after the Two-Week Window
PCSB QSR Team: reviews the draft report to ensure that it is accurate and aligned with the QSR team's impressions and opinions of the school	Within two weeks after the Two-Week Window
PCSB: issues the final QSR report to the board chair and school leadership that will also go in the school's permanent file and be used to evaluate the school's performance for high-stakes reviews (e.g., ESEA Waiver reviews, 5- and 10-year charter reviews, low PMF performance reviews), and charter renewal.	Within six to eight weeks after the Two-Week Window
SCHOOL leadership: may prepare a written response to the QSR report	As soon as possible after the final report is issued

STRATEGIES VISITS

The Strategies Visit

PCSB is required by OSSE to monitor Focus and Priority schools twice per year. The purpose of the Strategies Visit is to observe the implementation of Focus strategies as part of the Qualitative Site Review (QSR) process for monitoring Focus and Priority schools.

Strategies Visit –

- One scheduled day will be chosen by the school – On this day, the school asks PCSB to observe practices directly related to their school improvement strategies as part of their development of Focus or Priority plans.
- Multiple unscheduled days – Each visit will include observations of classrooms related to their school improvement strategies as part of their development of Focus or Priority plans.
- Written report – The report will include a letter and the strategies table with evidence.

On-Site Visit for a Priority School-

- In first year of identification, a year before the school is required to fully implement their Priority plans aligned to the seven turnaround principles, PCSB will conduct two on-site visits. The first on-site visit will be a conversation with the school leaders to ask about their plans. The second on-site visit will involve a conversation with the school leaders and a short informal walk-through.

- Written memo – PCSB will write a one-page memo to document the monitoring of the school's development of these plans. PCSB will also send the schools the memo as a confirmation that the school is in compliance with the ESEA Waiver. This timeline aligns with the OSSE calendar for Priority schools monitoring

The chart below outlines the type of visit a school will receive based on the year of their Focus/Priority status.

Strategies Visits for ESEA Monitoring			
PMF Tier	Year of Identification	Classification of School	PCSB Monitoring during the school year
Tier 1 and 2	Year 1	Focus	QSR and Strategies Visit
Tier 1 and 2	Year 2 and 3	Focus	Fall and Spring Strategies Visits
Tier 3	Year 1, 2 and 3	Focus	QSR and Strategies Visit
Tier 1 and 2	Year 1	Priority	On-Site Visit and On-Site Visit with informal walkthrough
Tier 1 and 2	Year 2	Priority	QSR and Strategies Visit
Tier 1 and 2	Year 3	Priority	Fall and Spring Strategies Visits
Tier 3	Year 1	Priority	On-Site Visit and QSR
Tier 3	Year 2 and 3	Priority	QSR and Strategies Visit

All Focus/Priority schools will have a QSR in the fall prior to the Charter Review/Renewal Year.

Conducting the Strategies Visit

Pre-Visit Meeting

PCSB assumes that the school leader will act as the coordinator and liaison for the Strategies Visit; however, the school has the option of designating another person to assume this role. PCSB works with the designated person to ensure that key documents are provided to PCSB and the review team prior to the on-site visits.

PCSB will invite the school leader(s) to meet over the summer before the fall visits. School leaders should also update their School Improvement Plan. The School Improvement Plan outlines the current focus intervention strategies. If a strategy involves technical assistance, the school leader should note this.

The following documents should be submitted electronically:

- Master/Daily Schedule
- Teacher Roster
- Schedule for the scheduled observation day
- SPED Teacher Schedule (if SPED subgroup is identified)
- SPED Questionnaire (if SPED subgroup is identified)

Inclement Weather

If the school is closed due to inclement weather during a two-week window, the window will extend beyond the number of days the school was closed.

Strategies Visits Reports

After the two-week window, the team prepares a written report. The team lead will set up a meeting with school leadership to go over the findings soon after the two-week window has ended. The goal of the report-out is to share evidence-based findings with the school collected on the scheduled observation day and throughout the two-week observation period. PCSB will send a completed report to the school's board chair and school leader six to eight weeks after the two-week window. Please see Appendix G for a sample report template.

Appendix A

PCSB Qualitative Site Review Rubric

Updated July 2015

Domains 2 and 3: Framework for Teaching Classroom Observation Tool

Citations:

1. Charlotte Danielson, The Framework for Teaching Evaluation Instrument, 2013

CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning/Prompts 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.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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.

Appendix B

Teacher Roster Template

Campus Name:

Please fill out the roster for all teachers including special education and ELL teachers (if applicable).

Teacher Name	Content Area	Grade Level	Room Number	Years at School	Number of students in the classroom	Team or Department Lead?

Appendix C

Directions: Please have your campus' special education coordinator answer the following questions with a brief response for each (1-4 sentences).

1. Who is involved in determining instructional outcomes for students with disabilities (SWDs)?
2. What resources do you general educators (GenEd teachers) have in their classrooms in order to support the learning of SWDs?
3. When do your GenEd teachers and special educators (SPED teachers) co-plan for lessons? What is the outcome of this meeting?
4. How do your GenEd teachers know how to provide specific accommodations and modifications based on the IEPs of SWDs?
5. How do your SPED teachers learn more about the needs of individual students with disabilities on their caseload, aside from just reading the student's IEPs?
6. What types of informal assessments/checks do GenEd and SPED use in order to gauge student understanding specifically for SWDs?
7. What does "differentiating a lesson" look like in your inclusive classrooms?
8. What does inclusionary support look like at your school (e.g., consultative sessions between the SPED and GenEd Teacher, one-one instructional support in the classroom between a SPED teacher and student(s), co-teaching with a GenEd and SPED teacher, etc.)?

Appendix D

Pre-Visit Meeting School Questionnaire

School: _____   **Two-Week Window:** _____

Logistical Information

School Leader for QSR team lead to contact:

Dates that may affect announced two-week window:

Board meeting dates:

Parent meeting dates (if applicable):

Transportation and parking information:

School Leader Questions:

1. What supports/professional development are you focusing on this year and what should we see in your classrooms as a result?

2. How is your school meeting the needs of all learners (SPED, ELL, Struggling, and Advanced)? What should we see?

3. What should we know about your school before coming on the site visit?

Appendix E

Goals Evidence Table

Directions: Please let the Qualitative Site Review (QSR) team know how we will be able to observe your LEA's goal in your school at the QSR visit. Short responses are all that is required.

Example:

Charter Goal	How Might QSR Team Observe This Goal?
The percent of students scoring proficient or advanced on the state assessment in reading will meet or exceed the state average at each grade level 3-8.	Reading and content area teachers refer to and incorporate reading strategies, such as selective underlining and chunking the text, into their instruction.

School: _____

Charter Goal	How Might QSR Team Observe This Goal?

Appendix F

Sample Qualitative Site Review Report

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

\<Date\>

\<Board Chair's Name\>, Board Chair
\<Campus Name\>
\<Campus Address\>
\<Washington, DC Zip Code\>

Dear \<Board Chair\>:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason(s):

- o School eligible to petition for 15-year Charter Renewal during 2015-16 school year
- o School eligible for 5-year Charter Review during 2015-16 school year
- o School eligible for 10-year Charter Review during 2015-16 school year
- o School designated as Focus/Priority by Office of the State Superintendent

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of \<Campus Name\> between \<Dates\>. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at \<Campus Name\>.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date:
Campus Name:
Ward:
Grade levels:
Enrollment:
Reason for visit:
Two-week window:
Number of observations:

Summary
<Overview of visit paragraph>
<SPED paragraph>

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

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

Mission and Goals	Evidence
Mission:	
Goals:	
Governance:	

THE CLASSROOM ENVIRONMENT[2]

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored XX% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Establishing a Culture for Learning		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Managing Classroom Procedures		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Managing Student Behavior		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%

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

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored XX% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Using Questioning/Prompts and Discussion Techniques		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Engaging Students in Learning		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%
Using Assessment in Instruction		Distinguished	%
		Proficient	%
		Basic	%
		Unsatisfactory	%

Appendix G

Sample Strategies Visit Report

<Date>

<Board Chair's Name>, Board Chair
<Campus Name>
<Campus Address>
<Washington, DC Zip Code>

Dear <Board Chair>:

The Public Charter School Board (PCSB) conducts Strategies Visits 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 elementary school was designated as Focus by Office of the State Superintendent of Education for the performance of the <SUBGROUP>.

PCSB conducted a Strategies Visit, which included one scheduled day on <DATE> and one unscheduled visit between <DATES> to observe how the school's Focus/Priority intervention strategies are being implemented in classrooms.

The Strategies Visit report is attached. We appreciate the assistance and hospitality that the staff gave the monitoring team.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Strategies Visit Report

Date:
Campus Name:
Ward:
Grade levels:
Enrollment:
ESEA monitoring history:
Subgroup:
Two-week window:

SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes Achievement Prep PCS's strategies and evidence collected by PCSB for the purposes of the 2012 ESEA Flexibility Waiver. PCSB observed the school implementing those strategies during both the scheduled day on <DATE> and the observation window from <DATES>.

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 Focus 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 indicate that in the report.

Strategy Described in School Improvement Plan	School's Description of Strategy on the Ground	Evidence