April 25, 2013

Ralph F. Boyd, Jr., Board Chair
Center City PCS – Congress Heights
220 Highview Place, SE
Washington, DC 20032

Dear Mr. Boyd,

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

o School eligible for 5-year Charter Review

Qualitative Site Review Report
On January 29 and February 5, 2013, a Qualitative Site Review team conducted on-site reviews of Center City PCS – Congress Heights. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson's *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Center City PCS – Congress Heights. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Center City PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Center City PCS contracted to in its charter and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will read and comprehend grade-level appropriate text in the core content areas.	Teachers and administrators reported that the school holds weekly data meetings to discuss student progress on classroom and school-wide assessments. There are Lexile reports for grade level reading analysis and reviewers observed teachers using oral reading activities to assess reading skills and comprehension for students in primary grades. According to students, teachers inform them of their reading grade level based on test results.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	Teachers reported that this goal is accomplished through classroom projects that require written reports as well as oral presentations. During classroom observations, teachers were observed correcting students' language, requiring them to speak in complete sentences. Teachers asked students probing questions to clarify students' thinking and encouraged students at writing centers to "use their resources to figure out new words". Students used appropriate language in conversations with review team members individually and in focus groups.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	The QSR team did not observe evidence related to this goal as several classes were taking Scantron assessments or the NAEP during the scheduled and unscheduled site visit.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The QSR team did not observe evidence related to this goal as several classes were taking Scantron assessments or the NAEP during the scheduled and unscheduled site visit.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	The QSR team did not observe evidence related to this goal. During the administrator focus group, administrators reported that students complete Capstone Projects each year. It was reported that the theme of this year's Capstone Project is Washington, DC. The administrators shared that the plan is for students to participate in activities that introduce them to the history, culture, and political characteristics of the city. Teachers reported that students are required to perform community service activities every quarter that are centered on the theme for the Capstone Project, such as writing a letter to the mayor about an unsafe intersection. In the student focus group, the students reported that they don't like Capstone projects and could not identify Washington, DC as the theme of this year's project.

Goal	Evidence
Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.	The review team observed students using prior knowledge to respond to teachers' questions. Students were encouraged to seek answers for themselves before asking for help. The review team observed data walls, SAT word walls and classroom bulletin boards that included a section on "Our Road to DC CAS". Teachers required students to use higher order thinking skills in approximately 75% of classrooms observed. During the administrator focus group, administrators shared that teachers talk to students about individual academic achievement goals and explain the options for attending certain competitive schools in order to prepare them for high school. One of the focus groups reported that students participate in competitive academic activities after school such as the Latino/Black History Bowl, math bowl, spelling bee, and jeopardy. The focus group also reported that the school has hosted presentations from private and high performing charter high schools for 8th grade students and parents.
Campuses will be thriving communities of respectful and responsible learners.	During the QSR visits, teachers and other school staff demonstrated respectful interactions among themselves and with students. The review team also observed positive interactions among students and between students and adults. The school's character education program features a core value every month (e.g. integrity, disciple, responsibility). These character traits are posted in hallways, classroom bulletin boards, and embedded in classroom activities. Teachers reported, and the review team observed conversations about behavior and character during morning meetings with the students. During the student focus group, the students reported having discussions on behavior, which centered on the core values of the school - character, excellence, and service.
Students will perform regular and reflective community service consistent with the core values.	The QSR Team did not observe evidence related to this goal. However, teachers explained that community service activities are planned around the Capstone projects and are required once per quarter. Students reported that community service is not discussed much and is only required of 8th graders. A couple of students from lower grades said that community service is sometimes used as punishment and students are required to do things like clean the classroom.

Goal	Evidence
Parents will see themselves as partners in their children's education. Parents will view the school positively and express satisfaction with their choice.	The QSR team observed two parent events at Center City PCS. At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event. The administration let the parents know that school rules would apply to all graduation and end of the year activities and students would be monitored. Parents were actively engaged in the event and asked questions about the requirements to move from 8th grade to high school. The other meeting observed was 75 minutes in length and gave the teachers an opportunity to share all of the skills that students have learned to date as well as the class's reading goals. In one of the kindergarten classes, the reading goal was stated as, "By February, we will be able to name 26 letters." Parents reviewed their students' work and set goals appropriate for their students' development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.
Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.	Teachers participate in district-wide professional development activities as well as school specific professional development tailored by the principal to address campus-specific needs. The teachers reported they share knowledge and skills with each other during time set aside for Professional Learning Communities. Feedback from individual classroom observations is used to prescribe individualized professional development programs.
Principals and academic deans will be instructional leaders.	During the focus groups, administrators and teachers reported that the principal and academic dean monitor instruction and give meaningful, timely feedback. They also reported that they model instruction when needed. Each teacher receives one formal observation and several informal "walk-throughs" per month. Administrators also hold weekly data meetings to discuss student progress.
Campuses will provide a safe and healthy environment that is conducive to learning.	In their focus group, students reported that they feel safe because teachers care about them. They also shared that teachers will not let them eat junk food because they want them to be healthy. Teachers reported that the students are polite and courteous and that discipline has improved tremendously this year. The administrators said that school staff reviewed the school's discipline policies after the first six weeks of the school year and worked together to make sure they were consistently enforced. In their focus group students were able to articulate school-wide rules as well as select and define a core value such as integrity, peace-making, and honesty. In addition, it was reported that a community police officer regularly comes in the building and talks to students about bullying and school safety issues.

Goal	Evidence
The CCPCS Board will provide effective policy guidance, governance, and support to school leaders.	Administrators reported that the Board provides support by providing the resources the school needs to meet LEA and campus goals, as well as support the implementation of specific policies. According to the administrators, the Board evaluates their performance and the campus's performance four times per year through observations, surveys, and conversations with stakeholders. It then provides targeted professional development for the campus in general or specifically for administrators. During the Board meeting observed by PCSB staff, the Board discussed the schools finances and academic progress. At the Board meeting, the PCSB staff noted that Board members asked questions to understand how to increase the school's Performance Management Framework ("PMF") score.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Center City Public Charter School is to "empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop skills necessary to both serve and lead others in the 21st century." This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and Board meeting, and conducting the focus groups.

At Center City PCS – Congress Heights, the school's mission is reflected in the hallways, classrooms, and administrators' offices in the form of posters, motivational quotations, and school-created art that encourage academic excellence, college attendance, and character development. The mission was not as evident in the instructional delivery, where just over two-thirds of the classrooms scored proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

In the primary grades, the movement between activities and proper use of materials provided rote practice, and the use of investigative and manipulative materials helped students connect learning to their everyday lives. The elementary and middle school program is inquiry-based with a heavy emphasis on providing the skills and experiences that prepare students for the 21st century. Middle school students study SAT vocabulary words daily and observers saw SAT word walls in classrooms. Administrators and teachers reported that teachers talk to students about individual academic data and explain possible options for attending specific high schools.

Administrators stated that discussions with students about behavior are based on the school's core values of character, excellence, and service. In several classrooms the review team observed conversations during morning meetings about behavior and character. Administrators and teachers reported that the school features and embeds a "core value" in activities throughout classrooms each month. The review team saw core values posted on classroom bulletin boards and in hallways. In their focus group, students were able to identify and discuss core values that had been discussed previously at the school.

Teachers and administrators said that curriculum and instruction are aligned with the school's mission in several ways. Administrators stated that through their classroom observations, attention is devoted to how and what teachers teach. Teachers reported receiving timely feedback from formal and informal observations. Each teacher receives one formal observation and several informal walk-throughs per month. Instructional coaches model lessons when needed, and the school provides individualized and school-wide professional development to address teachers' needs. The character education program emphasizes a core value every month (such as honesty or self-discipline) that is embedded throughout the school's curriculum. The review team observed discussions about behavior and character in morning meetings and students described and discussed core values featured earlier in the year.

There is a monthly check-up on the academic program, attendance, and discipline through "City Stats," which are data dashboards that the campus submits weekly to the central office. These dashboards determine the campuses' progress on meeting its goals, interventions needed, and if necessary, how to recalibrate to get the school back on track. A representative from the central office stated that the central offices give each campus three big goals to focus on each month based on the results.

On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance

Director (from central office) attended this meeting. Representatives from Friends of Choice in Urban Schools (FOCUS) and AppleTree PCS were also present. The focus of the meeting included a discussion about the following:

- Academics, governance, and finances, including finalizing three additional Board committees focused on these areas.
- The PCSB Performance Management Framework, which was explained by a FOCUS representative. The board members asked detailed questions about how to increase the points earned for each campus.
- An update regarding implementation of Apple Tree's pre-kindergarten curriculum for Center City PCS campuses. The Board stated that they aim to implement the curriculum through the second grade at all Center City PCS campuses.
- A budget update from the Regional Finance Director

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

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

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Three-quarters of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Environment of Respect. The review team observed positive relationships among teachers and between teachers and students. Teachers routinely used positive comments such as "good job", "I'm proud of you" and hand gestures (thumbs up) when students completed a task successfully. Student greeters provided observers information about the lesson objectives and current learning activity. In one class there was no interaction between the teacher and students during the observation.

One hundred percent of classrooms observed scored proficient or exemplary on Culture of Learning. There were data boards for reading and math, as well as standards and objectives for each content area visible in each classroom. Teachers began lessons by reviewing lesson objectives and asking questions to focus students' attention. In some classes, student responses indicated they had prior experience with the concepts.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Managing Classroom Procedures. Students seamlessly transitioned from whole group to small groups while working with instructional assistants. In some classes teachers used a "countdown" to help students move quickly from one activity to another. In middle school classes, students are able to get passes independently and take restroom breaks without disturbing the class or teacher. Observers noted that in some classrooms rules and consequences for infractions were not administered equally.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Managing Student Behavior. Teachers provided positive feedback to students, such as "thank you for taking your seat" and "I trust you are going to pay attention". Teachers and assistants used proximity and positive praise to monitor student behavior. Classroom rules were consistently reinforced most of the time.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Organization of Physical Space. Student desks were grouped to support cooperative activities and computer stations were often set up in the back of classrooms. In primary classrooms there were centers for each content area and small group teaching areas were clearly defined. Several middle school classrooms were untidy. Carts and bookcases were stacked with instructional material and supplies and backpacks, coats, and other student belongings were piled in cubbies.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 67% of classrooms scoring proficient/exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Communicating with Students. In each class teachers shared lesson objectives and most teachers used positive comments to keep students focused and motivated (i.e. "you are so smart", "give __an air hug".) Student greeters were able to clearly articulate lesson objectives to observers. Students working on projects were given explicit directions on how to proceed and when they were expected to be finished.

Seventy-five percent of classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers often used prompts and scaffolding strategies to help students make connections during questioning activities. In several instances students were required to access prior knowledge and experiences to answer questions. In some instances students were required to defend their answers, but the majority of questions were factual recall. In most classes observed, wait time was used to make sure each student had an opportunity to respond to questions. However, observers noted that all students who wanted to were not given the opportunity to respond to questions.

Fifty percent of classrooms observed scored proficient or exemplary on Engaging Students in Learning. Students frequently volunteered to answer questions or participate in classroom activities. Students worked in small groups, learning centers, and independently. Teachers and teaching assistants worked collaboratively with students in whole groups and in smaller groups to provide guidance and support. However, in spite of additional attention and support, some students had difficulty engaging in learning centers and independent activities.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Most teachers used questioning frequently to assess individual understanding and several used follow-up questions to clarify answers or encourage critical thinking. Observers noted that some students with raised hands were not called on to respond to questions. Teachers circulated among small groups monitoring students' understanding and completion of work in practice books. Teachers also used the last two minutes of class to issue exit tickets requiring students to assess what they learned during the class. One teacher reviewed the criteria that students needed to meet in order to receive an "A", "B", or "C" and that "D's" and "F's" meant that students put forth no effort or did not complete the assignment.

Seventy-five percent of classrooms observed scored proficient or exemplary on Demonstrating Flexibility. In classes where observers were able to identify adjustments made to the lesson, teachers adjusted the pace of the lesson based on student responses, and either reviewed, divided class into small groups, or redirected students to learning centers to work in small groups or independently with instructional assistants. In some classes teacher used modeling and role-play to help students understand key vocabulary concepts (i.e. "pulling my leg"). Teachers also referenced prior lessons to facilitate understanding ("earlier in the school year we learned.."). However, in some classes, teachers did not make adjustments to lessons or activities in spite of a lack of engagement by students.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The school implements a school-wide daily intervention program to meet the needs of struggling students. The special education program is primarily inclusion and pullout as required. Teachers report that they meet with special education teachers weekly or bi-weekly to collaborate around meeting goals on student IEPs and to develop and receive feedback on lesson plans that include modifications for special education students. Advanced students receive intervention in the form of enrichment activities daily. Center based learning is used by primary teachers as a means of differentiating instruction and teachers report that all teachers use data to group students based on individual student skills. The school also uses data to restructure groups as needed. There are currently no English Language Learners ("ELLs") enrolled at the school, thus the school's performance on this criterion was not assessed.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

According to administrators, a district-wide professional development calendar identifies topics offered monthly throughout the school year. The central office also holds professional development sessions Friday afternoon and campus level professional development sessions are held every Monday. Teachers reported that some district-wide professional development targets grade or content bands and are usually divided into middle, elementary, and primary. Special education cohorts are pulled together for sped-specific issues (i.e. compliance), and Pre-K training is aligned with the AppleTree program. On Wednesdays, Professional Learning Communities meet to allow teachers to share knowledge, skills, and information acquired from conferences and individual professional activities. Administrators said that support for novice and struggling teachers comes through feedback from classroom observations and recommendations for an individualized professional development plan. At the beginning of the year the district office offers novice teachers, as well as all staff professional development on classroom management and lesson planning.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The hallways of the school are filled with student work and motivational quotations and posters. The review team observed that adults model positive social interactions among themselves and with students. Teachers report that there is a very supportive administrative team this year and that students who were previous discipline problems no longer are. They have high expectations for students academically and behaviorally and notice that as a result, students' are exhibiting higher levels of self-esteem and having better interactions with teachers. Administrators reported that in order to increase parental support and resolve conflicts, there is an open-door policy for parents to visit and discuss issues. Administrators stated that they also do home visits. Teachers discussed the school-wide newsletter that goes home every Thursday that celebrates parents, teachers and students. During the focus group, students shared that their teachers love them, care about them and want them to be there.