April 25, 2013

Mr. Ralph F. Boyd, Jr., Board Chair
Center City Public Charter School – Trinidad
1217 West Virginia Avenue NE
Washington, DC 20002

Dear Mr. Boyd:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of 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 23, 2013 and February 5, 2013, a Qualitative Site Review team conducted on-site reviews of Center City Public Charter School – Trinidad. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, 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 – Trinidad. 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 AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes the goals and academic achievement expectations that Center City Public Charter School detailed in its charter and subsequent Accountability Plans. It also refers to 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.	The QSR team noted that students were encouraged to read when their work was complete or they were otherwise not engaged in lessons, including while waiting for classes to transition. Observers saw students reading while standing in lines, and the team observed students in all grades levels reading during classes. The team's observations included reading and comprehension across all subjects and in all subject areas. Classroom observations revealed that many teachers prepped students by providing background information to provide context for reading. Observers also saw evidence of student writing assignments that were also integrated with reading.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	The review team observed formal writing and note taking in various subjects, including writing in math and English language arts journals. The observers saw writing development taught starting in kindergarten and across all grade levels. Students in the focus group communicated with appropriate language conventions. In some classrooms, observers also saw student work posted. The Guidelines for Cornell notes were posted on the walls in some classrooms.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	Classroom observations demonstrated evidence of math reasoning and problem solving approaches in all grade levels. The QSR team observed that students were working on computation skills and concepts in all grade levels.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The QSR team did not observe any evidence related to this goal.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	In the middle school social studies and English language arts classes, students had to answer and discuss how a specific historical event has impacted our world now. The team also saw a class's project posted in the hallway that displayed people who made significant contributions in the 1800s.
Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.	The QSR team did not observe rigorous classes in the upper grades. The lack of rigor led the review team to question if students would be equipped with the academic skills to be accepted into competitive high schools. In addition to teachers' lessons, the review team observed work of poor quality posted on the walls, including spelling and grammar errors, and incorrect student responses.

Goal	Evidence
Campuses will be thriving communities of respectful and responsible learners. Students will perform regular and reflective community service consistent with the core values.	During classroom observations, the team observed middle school students struggling at times to behave respectfully. Observers saw a few students being disrespectful to other students and to a teacher in one classrooms. In other upper-grade classes, the review team saw some teachers struggling to be respectful towards students as well. However, elementary students were observed to be respectful in all classrooms. During class observations, some teachers referenced the core value of the month during the lesson. Some students told the review team that they participate every year in multiple community service projects to fulfill these core values. The middle school students reported that some student service projects included planting in the garden to use the vegetables for food, reading to younger kids, and singing or playing in the band at a senior center. The school uses Sojourners, a resource guide and a monthly character education plan to assist teachers in teaching character and core values. The 10 core values are: respect, discipline, collaboration, compassion, peacemaking, integrity, knowledge, perseverance, justice, and curiosity. These are the core values that the review team observed teachers reference in the classrooms.
Students will perform regular and reflective community service consistent with the core values.	During the administrator focus group, the principal stated that the Center City PCS capstone requirement holds each grade accountable for the completion of a capstone project containing 6 elements. These elements are: book study, four field trips, journals and interactive notebooks, four service projects, a research project/paper, and reflection. Every Friday during capstone time, each grade has a different project to work on towards their capstone.

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.	During the administrator focus group, the principal detailed that the Center City PCS central office has made a commitment to parents to keep them informed of their students' progress. Each school holds quarterly meetings so teachers can update parents on student progress. The central office also conducts an annual parent satisfaction survey to determine if parents are satisfied with their choice of schools for their child. 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 asked questions and were engaged at the meeting to fully understand 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.	Based on focus group data and conversations with teachers and administrators, the teachers are active in both district-wide and school-based professional development (PD). Based on the discussions with the principal and teachers, the QSR team learned that school-based PD is focused on the needs of each grade band (Prek-2, 3-5, 6-8), how to accurately assess students, exit tickets, and lesson plans. Conversations with administrators revealed that leadership is also focused on teachers' individual needs when observing and working with the teachers. The observation team noted that the leadership team is working with teachers daily to observe, give feedback, and model lessons. On both visit days, the QSR team saw the principal and academic deans observing teachers and modeling for specific teachers. The teachers stated that the leadership is constantly working with the teachers to help them improve their teaching.
Principals and academic deans will be instructional leaders.	On both classroom observation days, the principal and academic deans were observed consistently observing teachers and modeling best practices. The leadership discussed that they help with lesson plans, writing exit tickets, and demonstrating how to use data to guide classroom instruction.

Goal	Evidence
Campuses will provide a safe and healthy environment that is conducive to learning.	Students told the review team "it was safe" in the school. The team observed some evidence of school safety; for example, the hallways were kept orderly during transitions. In addition, the review team observed staff members leading students from class to class.
The CCPS Board will provide effective policy guidance, governance, and support to school leaders.	During the Board meeting observed by PCSB staff, the Board appeared very knowledgeable about the school's finances and academics. At the Board meeting, the PCSB staff noted that Board members asked intricate questions to understand how to increase the school's Performance Management Framework ("PMF") score. Moreover, the PCSB staff member observed that the central office seems to be honest when discussing academic and financial progress with the board. The QSR team noted that the Center City PCS Board hired Dr. Cornell West to come in and speak to the school, as well as any other interested school, about his book War Against Parents. The purpose for Dr. West's talk was to address ways parents and schools can collaborate.

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 (Center City PCS) is to empower 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 the skills necessary to both serve and lead others in the 21st century. This is what PCSB staff and consultants looked for during their visits to the classrooms, a parent meeting, and a board meeting, and when conducting the focus groups.

Overall, the review team concluded that the school does not provide adequate rigor in instruction or set high enough expectations to make progress towards its academic goals. In classroom observations, the scores were inconsistent across the *Framework for Teaching* elements. The Classroom Environments rubric was the highest scoring area, with three-quarters of the classrooms observed satisfying the requirements

necessary for a score of exemplary or proficient in this area. In other domains, there were many instances where less than half of the classes observed met proficiency standards. The student work did not appear to be rigorous across all levels. Some teachers observed challenged students with higher level questioning, but it was not consistent across the school. The QSR team was not confident that the academic rigor was sufficient to help students gain acceptance into the top high schools; the teaching observed did not appear to be rigorous enough to challenge students. According to the principal, the school has found a web-based program to challenge advanced students with additional rigor, in order to help teachers focus on all students' needs. However, first and foremost, the observers saw a need to improve behavior management in the middle school so that more learning can take place.

Based on the focus groups and observations, the QSR team concluded that the administrators also focus on core values and character traits, and are working on establishing high expectations. The team observed the school's core values posted in most classrooms. The QSR team observed teachers referencing character traits in the classrooms. The school leadership stated the school uses Sojourners for community service and character education. The principal also said that character education was integrated in with the community service capstone projects in every grade level. The leadership team says they have increased technology beyond computers, including iPads and Promethean boards. The review team observed limited use of Promethean boards but students were observed using computer stations. In addition, the team saw some teachers using videos from the internet during lessons and students working independently on computers.

The new principal stated he is focusing on professional development to improve academics at the school. The leadership team stated the current professional development focus is on incorporating authentic assessments into the learning day. In some classrooms, observers noted an emphasis on a real life, problem-based approach to assessing learning. The principal has also mandated student-teacher data discussions and the use of data to inform instruction in order to increase academic success. During the observation days, the principal and academic coaches seemed to be doing a lot of work to support teachers. The review team saw them helping by modeling lessons and assisting with classroom management. The administration stated they also are helping to write exit tickets in order to assist student learning and create teaching that is more effective.

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 Apple Tree 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 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.
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

Approximately three-quarters of the classrooms observed scored proficient or exemplary on elements of the Classroom Environments Rubric. This includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

For the Environment of Respect element, the QSR team observed teachers deliberately calling students by name and commending students for desirable behavior. In most classes, students greeted the observer as they entered the classroom. Observers took note of a classroom culture where students were encouraged to help each other in the lower grades. The team observed mutual respect between teachers and students during the classroom instruction. However, in upper grades, the observers saw teachers using punitive tones to get students on task and students acting disrespectfully.

In the area of Culture of Learning, the observers saw a standard objective posted in all classrooms and "I do, we do, you do," on the Do Now boards. The classroom expectations were also posted and, in some cases, referenced throughout the lessons. In one room, the QSR team saw three specialists working well together with the teacher to assist students. Specifically, the team observed the speech therapist in the classroom helping and assisting along with the special education teacher and reading interventionist. In some cases, the teacher reviewed the lesson objectives with students during class. However, overall the team concluded that high expectations were inconsistently communicated for the older grades; these more effective strategies were not in place or ineffectively executed. The small group management and instruction observed was inconsistent across the school. Moreover, the review team observed poor quality student work on display in the middle grades classrooms.

For Managing Classroom Procedures, approximately 75% of teachers observed scored proficient or exemplary on the rubric, mostly observed in the primary classrooms. The observers saw some teachers using a timer to assist students in moving through work stations, and students knew to clean up and move. The team observed classes using "turn and talk" to discuss a concept taught in the lesson, where students understood the transitions and lost little instructional time between the whole group and small group interactions. Students were observed engaged in small group work during class. However, the QSR team noted that instructional time was lost during the transitions for some of the older classes observed. There was extended wait time between assignments and between classroom transitions. One teacher was unprepared, and left the classroom for over ten minutes to make copies.

About three-fourths of the teachers observed scored proficient or exemplary in managing student behavior, again mostly at the primary grades. The review team observed some teachers using a variety of strategies to manage student behavior such as counting down, chants, points earned and lost for behavior, and behavior tracking charts. Further, the team observed some teachers using positive comments to adjust student behavior and the behavior management system seemed to be consistent in the lower grades. The QSR team also noticed some areas requiring additional focus and proficiency in classroom management. In a few cases, teachers yelled at students in order to adjust their behavior. Overall, the behavior management systems were very inconsistent in the middle school. The QSR team did not observe any teachers using positive reinforcement in these classrooms.

The QSR team rated about 80% of teachers as exemplary or proficient in the element of Organization of Physical Space. Most classrooms appeared to be spacious. The team saw a smart board in one class and other forms of technology used in some classes. Students were observed using computers for station time. The observers saw a print rich environment with lots of books and materials organized in the classrooms and posters on all subjects on the school walls.

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

Only about half of classrooms were 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 element of Communicating with Students, the review team observed clear, explicit directions in the classroom observations. Many of the teachers observed displayed an ability to effectively deliver the classroom content in most cases. Most teachers reinforced oral instructions with visual aids. The QSR team observed that all of the classrooms had similar board configurations. However, in a few instances the team observed teachers using incorrect grammar and slang in order to connect with students. The review team noted, in particular, one teacher was so loud during the classroom instruction that it was difficult for the review to focus on what the teacher was saying.

Just half of the classrooms observed were assessed as proficient in the element of Using Questioning and Discussion Techniques. In these

classes, observers took note of effective question techniques, including: higher-order questioning, teacher- and student-initiated questions, and questions used to help students make connections to other topics. However, in a significant number of classes the QSR team observed that the classroom instruction contained little to no questions, and rarely used higher-order questioning techniques. Teachers in these classrooms focused on yes-no questions and simple questions with one-word answers.

Approximately half of the classrooms observed were assessed as proficient in the element of Engaging Students in Learning. The review team observed some teachers using a variety of activities, such as brainteasers, turn and talk, teen competition, real life examples, and thumbs up/thumbs down. The classroom observations did reveal the use of technology to engage students, as well as singing songs and clapping. In addition, the QSR team observed a teacher using a worksheet to help create purposeful viewing of a film. Moreover, students were observed sharing answers with each other, pairing activities, and performing group research. However, not all students were engaged during small group assignments. In general, the observers saw suitable pacing to keep students engaged across lessons and differentiated instruction. However, at the middle school level, in some classes observed, students were off task and not focused on the assignment. In these circumstances, the review team noticed that students were not redirected to the assignment, and one student was observed sleeping.

Overall, the review team observed teachers using a variety of approaches to assess student learning in a limited number of classrooms. In the element of Using Assessment in Instruction, almost half of the classes observed were assessed below proficient. In most classes, the review team observed limited assessment in use by teachers. Further, observers noted missed opportunities for checks for understanding for students. The team did observe a focus on students completing their work. The team observed data discussions between a teacher and individual students. There were homework checks observed during the morning classes. In some classrooms, there were exit ticket referenced on the board, but the review team did not see them used.

In the element of Demonstrating Flexibility, again, almost half of the classes observed were assessed below proficiency. The observers did see a teacher helping a student move closer to the screen to see, and a teacher explained directions to a late student. However, some students were not allowed to ask questions during group time. A few teachers observed responded to off-topic questions with negative tones of voice or frustration. Additionally, some teachers observed seemed to follow the lesson plan rigidly even when students were off-task and not involved in the small group work.

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 administration stated that there is one full-time special education teacher and two consultants that work with students with special needs. The QSR team observed occupational therapy and speech therapy in a classroom. The team also observed an inclusion teacher working with students with special needs in an inclusion classroom and in the resource room. There was a reading interventionist, instructional aids, as well as leadership staff in the rooms throughout the day working with the students. Teachers reported to the review team that their lessons were differentiated based on the previous day's exit ticket data. The leadership team and teachers informed the review team of tutoring and Saturday school offered for students who are struggling academically. The principal told observers that programs at the computer study stations in the classrooms help academically challenge both high and low achievers. In addition, the administration stated there are several web-based programs that are used to help students catch up, and to assist those who excel.

The ELL coach comes from the central office to help once a week. The ELL coach provides classroom support and helps by pulling out students for individual work and working with the teachers on interventions and strategies.

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

The principal said that there is district-wide professional development (PD) scheduled throughout year. There is also a PD week prior to the start of school. Moreover, the review team noted that the school-based professional development is more individualized and grade band specific. The grade bands are PreK-2, 3-5, and 6-8. The leadership team told the observers that they focus on the needs of each group, each individual, or all teachers when planning PD for the school. The leadership also indicated that they base their planning for PD on their observations of what the teachers need, as well. The school's current PD focus is on exit tickets, data interpretation, small group instruction, and teacher confidence.

During the focus group, teachers informed the observation team that novice teachers receive some specific PD prior to school. However, there is no additional central office organized PD available for novice teachers through the year. Rather, the leadership indicates, that they are giving PD to every teacher at the school for individual support.

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 review team observed teachers leading students between classes, so the hallways were orderly and monitored. The leadership staff was also present in the halls during class transitions, and they assisted with behavior monitoring.

The principal and teachers told the review team that they utilize a "No Nonsense Nurtures" behavior management program. In Pre-K – 2, the consequences are a little more lenient in accordance with the age group's developmental levels. In grades 3 – 8, the school follows the same guidelines; students receive check marks that lead to consequences. These consequences may include, but are not limited to, a detention, a call home, or a referral to the office.

The QSR observations revealed that implementation of the behavior management plan is inconsistent across grades. The review team observed that some teachers were inconsistent with awarding merits and consequences, while other teachers observed awarded merits but not consequences. As a result, the team noticed that these inconsistencies affected the learning environment; students seemed to take advantage of teachers who were not consistent with the behavior management system. Students in the focus groups expressed a frustration with students who are disruptive to the class and rude to the teachers. Further, middle school teachers told the review team that they did not focus on consequences, but on positive rewards of a 10-10-10 system. Under this system, students with fewer than 10 check marks, 10 absences, or 10 tardies in one month receive a reward. However, the QSR team noticed that observations in the middle school classrooms revealed a more disruptive classroom environment.