DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 2, 2013

Kathy Bihr, Board Chair
Cesar Chavez PCS – Parkside MS
709 12th Street, SE
Washington, DC 20003

Dear Ms. Bihr:

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 to petition for 15-year Charter Renewal

Qualitative Site Review Report
On October 18 and 23, 2012, a Qualitative Site Review team conducted on-site reviews of César Chávez Parkside Middle School. 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, 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 schools charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, school climate, and governance/management.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at César Chávez Parkside Middle School. Thank you for your continued cooperation as the PCSB makes every effort to ensure that César Chávez Parkside Middle School is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director
Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals César Chávez Public Charter School 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 as Identified by the School	Evidence
Students will demonstrate mastery of the public policy curriculum at Chavez.	During the focus group meeting with middle school students, students were not able to define "public policy" or give examples of classes or activities that might include public policy themes. Students defined public policy as "meaning that kids have to follow school rules." The Middle School "We the People" project citizen program will be used to supplement the current public policy curriculum.
Students will demonstrate mastery of core academic material.	The Chávez Board expressed in its October meeting the desire for all Chávez schools to be Tier 1 and was willing to put the money and effort into programming and staffing to make that happen. Students in need of additional math support have been scheduled with an additional block of math courses to improve mastery of core academic material.
Students will demonstrate regular attendance at school.	The QSR team did not review evidence related to this goal. However, classrooms appeared to be full with few desks empty during the visit.
The Chávez school will achieve a high reenrollment rate.	The QSR team did not review evidence related to this goal. During the student focus group, most of the seventh and eighth grade students shared that they had attended Chávez Parkside the previous year.
Over 85% of students will meet graduation requirements within five years.	Emphasis is placed on the successful completion of high school with the goal of attending post-secondary institutions of learning. There were artifacts about colleges and universities displayed in classrooms and hallways that were visible and incorporated into the discussions heard in classes.
Chávez students will be accepted into a post-secondary 2 or 4 year institution.	Students successfully completing Algebra and Spanish in MS will receive high school credits for them. The administration has added a college counselor at the middle school level this year. Students also responded in the student focus group that the mission of Chávez PCS was to prepare them for college.

Goal as Identified by the School	Evidence
Chávez parents will be active and engaged in their student's and in the life of the school.	The administration and teachers revealed that due to the switch from Power School to School Force the progress reports that are regularly printed and sent home to parents have not been available this year; however, that problem is in the process of being corrected. Parents are invited to the school four times a year to meet with teachers with the purpose of picking up report cards and discussing student progress. Parent activities include Back to School Night, Mental Health Family Night, parent participation in Spirit Week, canned food drives, monthly PTA meetings, and quarterly parent conference days. The school also gives each teacher a phone for communication with parents. Teachers remain available to students and parents via telephone or email each school day until 8:00 p.m. The teachers in the focus group reported that teachers call parents consistently and email communication has improved between school and home.
Students will be able to read at the grade appropriate level.	A review of the test scores from last year at the October Board meeting revealed that students at Parkside scored much higher in math on the DC-CAS than on the reading portion of it and the Board expressed its commitment to work with Parkside staff to improve the quality of reading instruction. This was evidenced in classroom vocabulary "word walls" and in one English classroom where students were tracking the number of pages they had read since the beginning of the year.
Chávez students will make a year or more of progress on the SAT-9 Math test, as measured by NCE gains. (Updated Assessment: DC-CAS)	The QSR team did not review evidence related to this goal.
AP Performance	In order to help prepare the middle school students for Advanced Placement course readiness when they reach high school, qualified eighth graders have the opportunity to take Algebra I and "honors" classes. While no other programs were currently in place, the school plans to offer Spanish in the middle school grades and to extend the length of the school day.
Students will attain competitive scores on the SAT.	The QSR team did not review evidence related to this goal. There are no specific SAT-prep programs or PSAT-prep programs for advanced 8th grade students.
PSAT Performance	The QSR team did not review evidence related to this goal.

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 César Chávez Public Charter School is to challenge students with a rigorous curriculum that fosters citizenship and prepares them to excel in college and life. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and the focus groups.

During the classroom observations, the QSR team noted that posters and other artifacts reflecting colleges and universities are visible in all classrooms and hallways and they were incorporated into several classroom lessons. In most classrooms students were reminded that they were to act and work in a manner represented by Professional, Actively engaged, and Respectful ("PAR") at all times. Teachers and administrators noted that there is an ongoing emphasis on and inclusion of the public policy program in all classes; however, the students randomly selected for the student focus group did not confirm this and were unclear as to how public policy was included in their classes. The administration and instructional staff are committed to providing for the students a rigorous and challenging curriculum, which prepares them for the next step in their educational career. The Board supports that goal with programming and staffing.

The Chávez Board of Trustees met on October 12, 2012. Seven out of the 12 members were in attendance, which comprised a quorum. Also in attendance were the Managing Director and Chief Operating Officer. Discussion at the meeting centered on academics, governance, and finances. The Managing Director updated the board on the re-accreditation review by the American Academy of Liberal Education. In the academic update for the board, the school's Chief Academic Officer reviewed academic outcomes for each campus against the goals for the 2011-12 school year. DC-CAS scores and Performance Management Framework ("PMF") results were discussed and a discussion ensued regarding difference in campus outcomes and how Chávez schools could improve math scores similar to reading. The Chief Operating Officer answered board questions about the scoring of the PMF, most particularly the Median Growth Percentile. Teacher quality was also discussed, initiating a dialogue about moving strong teachers to weaker campuses, teacher recruitment and retention, and salaries. An analogy was shared about how "other professions pay what they need to pay to get the best" and that Chávez should consider this. Other discussion items included curriculum revision and the Common Core State Standards, special education, and college acceptance and retention. The board set a goal that all Chávez schools would be in Tier 1 within five years – "there's no point in having a charter sector if we are just going to be average."

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

Approximately 80% of all classroom observations scored proficient or exemplary in elements of the classroom environment rubric, which includes Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

In over 80% of the classrooms observed, the communication between teacher and students and among students reflected a respectful and positive interaction. Teachers greeted students at the door of the classroom, giving them directions for beginning class, and gently redirecting throughout the classroom when necessary.

In 81% of classrooms observed students appeared to be engaged in small or large group activities and classroom routines allowed for the effective use of the instructional time; in 10% of the classrooms, these activities were determined to have earned an exemplary rating.

Student behavior was well managed in the majority of classrooms observed, and teachers addressed inappropriate behaviors were quickly, often with the use of PAR (Professional, Actively Engaged, Respectful) points.

In 82% of the classrooms, teachers arranged the desks to support the instructional goals and learning activities. The configuration of several classrooms indicated the regular use of Cooperative Learning strategies while many teachers displayed teacher-made aides, Word Walls, and student work. Technology was evident in all rooms, but teachers used technology in approximately 50% of the classes. All of the classrooms observed were of adequate size to accommodate students without being crowded, and many teachers had added items such as drapes, bookcases, and lamps to help personalize the space.

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 80% of classrooms were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

The majority of teachers observed made conscientious efforts to share with students the objectives and agendas for the day as well as to clearly instruct students on the process that they might be using on any given activity, repeating and adjusting as necessary.

Teachers used a variety of instructional strategies, which included demonstration, modeling, and independent practice with teacher supervision and assistance. In 68% of the classes, teachers engaged students in discussions via questioning. Although observers heard many low-level questions, in some classrooms observers also heard questions requiring higher-order thinking, some even relating to the mission of the school.

In nearly 70% of the classes observed, students were engaged in their individual or group activities with the teacher usually being the source of direction; however, some of the students engaged in a means indicating compliance rather than being cognitively involved. For example, in some classes students would copy notes form the board when they were asked to by their teachers, but without much student-teacher dialogue or without posing questions about the material. In several classes, the team noted that students took on leadership roles and accepted responsibility for assisting others.

The review team observed informal assessment in a majority of the classes, including exit tickets, teacher questioning, and hand signals, such as thumbs up.

In nearly 82% of the classes observed, teachers demonstrated flexibility in their instruction. Teachers altered their lessons in a variety of ways including varied prompts after student answers, and managing the lesson with students who were working at different paces ("*if you're done read through your notes, we're waiting on your peers*").

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 has implemented several programs to help address the needs of struggling learners on the middle school level:
- Support classes in either math or reading for students with documented needs;
- After school tutorials that are attended on a voluntary basis;
- Saturday School;
- Access to teachers via telephone until 8:00 p.m. on school nights;
- Team and department meetings for staff involved with struggling students;
- Referral to Student Support Team ("SST") as appropriate;
- Two full time mental health clinicians who counsel students in the areas of grief, aggression, and sexual orientation;
- Provision of funding for homeless students as needed; and

- PAR (Professional, Actively engaged, Respectful at all times) points program which include incentives.

During the focus group, the administration stated the English Language Learner ("ELL") Coordinator at Parkside Middle School also functions as the Reading Specialist and has recently been given the assignment of 504 Coordinator. At the time of the visit there were only four ELL students and two students with 504 plans; the administration is committed to hiring a second ELL Coordinator for the middle school if the number of students increases significantly. Both the leadership and teacher focus group confirmed the ELL Coordinator uses pull in and push out services to address the needs of the ELLs. The ELL Coordinator also works closely with teachers in order to assist them in modifying their lessons to accommodate the needs of the ELLs. The administrators also confirmed that professional development is structured to assist the instructional staff with best practices for working with ELLs. The ELL Coordinator for Parkside Middle School works closely with the ELL Specialist in the home office of Chávez as well.

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

All teachers are provided with daily planning periods and duty-free lunch periods. The teacher focus group told the review team that during the planning periods, teachers participate in individual planning, collaborative planning with ELL and special education personnel, and interdisciplinary grade-level planning. On Tuesdays and Thursdays, a modified schedule provides time and opportunity for participation by all instructional staff in Chávez Learning Community ("CHALC"). Topics for study during CHALC are sometimes determined by the Chávez central office but also reflect the documented needs and wants of the Parkside Middle School staff. Every other week CHALC is dedicated to extended department or grade level meetings. The Chávez Schools all participate in full-day professional development days once a quarter, during which time teachers with similar assignments across the Chávez schools meet together. Once a quarter the school conducts Data Days during which time various types of data are analyzed and applied to determining foci for curriculum and instruction. Each summer all instructional personnel at Parkside Middle School participate in a three-week institute, which provides professional development in the areas of instruction and curriculum.

In addition to the professional development detailed above, the administration has built in specific programs to assist struggling teachers. Using

the Transition Cohort, the administration assigns special support to all new teachers in the form of mentors and members of the Instructional Leadership. Leadership stated that all new teachers participate in a new teachers' institute in the summer and at the beginning of the school year. Teachers who are deemed to be struggling in the area of classroom management are expected to attend sessions with the Performance Improvement Network, which is open to all teachers at Chávez schools as determined by need. Support for struggling teachers is also provided through the interdisciplinary team and department groups to which they belong.

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

Although the teachers confirmed that since the principal at Parkside High School took over as principal of Parkside Middle School the behavior of students has improved, they still indicated that the school needs growth in this area. The use of the PAR points program for the middle school students has not yet reached a point where it is implemented consistently, especially on the classroom level. Teachers are to input PAR points for students weekly, but some teachers do not comply with that expectation, seldom inputting any PAR points at all. Teachers in the focus group also believe that the parents have not yet bought into the PAR points system yet. Whereas some students in the focus group said that they felt that the school was a little too strict, most agreed that they felt safe in the school.