April 25, 2013

Davene B. McCarthy White, Board Chair
Eagle Academy PCS – Wheeler Road
3400 Wheeler Road, SE
Washington, DC 20032

Dear Ms. White:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews to gather and document authentic evidence to support our oversight of PCSB schools. According to the School Reform Act § 38-1802.11, the PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to each particular school. Your school was selected to undergo a QSR during the 2012-2013 school year for the following reason(s):

o   School eligible to petition for 10-year Charter Review

Qualitative Site Review Report
On February 12 and February 20, 2013, a Qualitative Site Review ("QSR") team conducted on-site reviews of Eagle Academy PCS - Wheeler Road. The purpose of these on-site reviews is to gauge the extent to which your school's goals and student academic achievement expectations appeared evident in the everyday operations of your school. In order to ascertain this, the QSR team, composed of PCSB staff and consultants, evaluated your classroom teaching using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. The QSR team also conducted focus groups of a random selection of your students, teachers, and administrators. In addition, the QSR team visited a parent event and a Board of Trustees meeting.

Enclosed is the Qualitative Site Review Report based on consideration of the QSR team's observations. You will find that the QSR Report is focused on the following areas: the mission and 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 QSR team in conducting the Qualitative Site Review at Eagle Academy PCS - Wheeler Road. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Eagle Academy PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

The table below summarizes Eagle Academy PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will demonstrate proficiency in literacy skills.	Students appeared engaged in the many literacy activities that took place during the observations. Students generally appeared comfortable reading and reflecting in class-wide discussion, small-group collaboration, and independent assignments. Classroom observers did not see teachers, however, challenge students to critically think about what they read. Instructional focus was on technical competency and literal comprehension in response to teacher demonstration; that is, a teacher would comprehensively tell the students what they should look for in the story rather than have the students reason their own way through it with reactive guidance from the teacher. Teachers, nonetheless, were committed to student achievement and sought to clarify confusion among the class with regard to literal reading comprehension. There were a few teachers who pushed students to clarify meaning from the story beyond mere description and toward the interpretive (e.g. teacher asked students to make predictions about what would happen in the story). Teachers took advantage of opportunities to illuminate the meaning of technical terms like "compound words."
Students will demonstrate proficiency in numeracy skills.	The QSR team did not observe math instruction due to site visit scheduling issues. Numeracy instruction was observed during several of the "Do Now" activities, and many teachers had mathematical posters and celebrations of success ("2000 Math Problems Answered" and "5 Hours of Practicing Math") posted in and around their rooms.
Students will exhibit age-appropriate social and emotional developmental behaviors.	Teachers had developed and implemented procedures to compel widespread participation (e.g. equity sticks or classroom jobs) and foster students' communication and relationship management skills. Classrooms prominently featured displays of the values to be admired (honesty, pride, discipline) through "character counts" charts. Classroom rules and standards were also posted in most classrooms. For the most part, students were well behaved and engaged in the learning process across different settings, such as a presentation or a small-group project. Misbehavior was promptly remedied, students made efficient transitions as directed, and cleaned up after themselves. The review team observed very few instances of misbehavior.
Attendance rate for all students will exceed 90%.	The QSR team did not review attendance data. Teachers warmly welcomed students who arrived late (e.g., "So glad you're here" instead of "Why are you late?"). The principal stated he promotes taking this approach.

Goal	Evidence
Create and sustain a positive school culture.	All teachers and administrators in the focus groups indicated that they enjoy being at the school. The review team observed teachers warmly welcoming students and pronouncing their happiness in seeing them succeed. Student work is prominently and widely displayed in classrooms and in the hallways. Students could be heard inquiring about each other's day and students in one class were prompted to say "good morning" to each other upon entry. A display entitled "Our Hopes and Dreams" that featured each student's professional and personal goals for the future was posted in one classroom. Teachers consistently maintained a positive attitude, which spread to the students. For example, a teacher referred to her students as "3rd grade champions"; another as "brilliant" and "smarties." Observers noted that a few teachers strayed from the school's norm in encouraging positivity (e.g. a teacher raised her voice when speaking to students; another told students she was going to change her name in response to them repeatedly asking for her to look at their work).
Parents will participate in the school community.	Teachers in the focus group said that parental involvement is increasing. At a recent event, a teacher said four to five parents were expected to attend and twelve came. According to a teacher, "Parents know that school is investing in children beyond the basics." The teacher specifically mentioned the STEM program and the school's desire to build a swimming pool. The point system for managing student behavior heavily involves parent notification. Students receive points for good behavior, which can be taken away for bad, and every week, parents are notified of their child's points. A PCSB staff member observed a parent event on February 15, 2013. Eagle Academy PCS was holding parent-teacher conferences that day. The conferences seemed to be well attended by parents, with a sign in sheet stating almost fifty parents had participated.

SCHOOL MISSION

The rubric below was used to summarize the school's performance in 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	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	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all
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 its charter application, the mission of Eagle Academy PCS is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

Gathering and documenting evidence of the school's success in fulfilling this mission, as clarified by its goals, served as the ultimate purpose of the on-site reviews. The on-site reviews consisted of a full-day scheduled observation on February 20, 2013, and a half-day unscheduled observation on February 12, 2013. During these school day visits, the QSR team observed

individual classes in session and the school climate in general. In addition, the QSR team conducted separate focus group questioning of students, teachers, and administrators. The on-site reviews also included visits to a Board of Trustees meeting and a parent meeting.

Overall, the school appeared proficient in aligning its operations with its mission, based on assessment of the following elements: day-to-day operations, administrative governance, curriculum and instruction, and the ultimate progress made.

In the administrator focus group, the principal emphasized experiential learning as integral to the school's mission. The QSR team observed experiential learning in various "centers" in each classroom, where students practiced both literacy and numeracy skills via hands-on learning activities. During classroom observations, the review team saw connections of content to student daily life occurring in several classrooms during "sharing-out" sessions and class discussion. In the focus group, the principal also stressed a commitment to higher order learning, yet questioning observed by teachers often did not call for any critical thinking. Instead, the review team observed questioning solely describing what was happening or focused on memorizing a method of problem solving. The administrator focus group indicated that the school employs instructional coaches who assist in interpreting the data from weekly assessments. This response was echoed in the teacher focus group, where teachers described how they used data to differentiate their lesson plans for groups of students with varying abilities. The principal stated that the lesson plan template is tailored to compel differentiation. However, the QSR team did not observe strong examples of differentiation in the classes observed. Some students could have been challenged more or directed to another task once they had completed the current one. Teachers in the focus group stated that part of the mission is to provide an education experience for the *whole child*. While thoughtful, detailed attention was given to behavioral development, (e.g. getting along with each other, following directions), less time was spent on rigorous instruction, with lessons instead centered on rote memorization and literate description.

In a review of first and second quarter Board of Trustees meeting minutes, the QSR team did not discover evidence of attention given to assessing whether activities were aligning with the school's mission in practice. Students in the focus group praised their new principal for wanting them to do well and caring about their health ("He wants us to eat food that is good for us"). In the administrator focus group, one administrator said, "We really believe all students can learn and should be held to high expectations. It's all about our mission – giving our students the best opportunity to learn and be successful. We use all our data and progress monitoring to do this."

On March 20, 2013, a PCSB staff member attended Eagle's Board of Trustees meeting. Thirteen board members attended the meeting, constituting a quorum, and six staff members were also present. According to school leadership, the board supports the school's mission by assuring that budget allocations provide the resources to assist the school in providing services to children. The board members discussed the financial report. Additionally the principals from both Eagle PCS campuses discussed academics,

attendance, and parent participation to update the board members. The executive director and principals also gave an update on recruitment and re-enrollment efforts.

CLASSROOM ENVIRONMENTS

The rubric below was used to assess the school's performance regarding its classroom environments.

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

Overall, the classrooms observed were mostly proficient in establishing strong classroom environments, based on the QSR team's assessment of the following elements: creating an environment of respect and rapport, establishing a culture of learning, managing classroom procedures, managing student behavior, and organizing physical space.

Almost all of the observed classrooms were proficient or exemplary in creating an environment of respect. Most teachers fostered an atmosphere of positivity (e.g. "Excellent sentence. I love that sentence"), courtesy (e.g. the teacher encouraged students to say "good morning" to each other upon entering the classroom) and encouraging when confronting problems (e.g. the teacher told the students to "kiss your brain for doing a wonderful job" after a student performed well). Nearly all teacher-to-student interactions were appropriate in content and delivery. Teachers frequently used endearing terms in referring to students (e.g. dear, honey, my friends). Teachers called out good behavior instead of bad; for example, a teacher said, "I like the way you are all still sitting so nicely and paying attention." In the student focus group, the students stated that they like their teachers because they care about them. Most student-to-student interactions were on-topic, respectful, and characterized by sharing, with little need for teacher intervention. Cultural and developmental differences were not sources of disrespect. Students were observed clapping for each other when a correct answer was given. There were even a few instances where students promoted civility between themselves, such as a student saying to another, "Please be quiet. The teacher is trying to talk to us." There were a few instances of student-to-student disrespect where students would tell each other to "shut up"; however, teachers tended to use these indiscretions as teachable moments, e.g., "What's another thing you can say to someone if they are bothering you?" Some students in the focus group mentioned other students had been mean to them, but this seemed rare during the classroom visits.

Approximately 80% of the observed classrooms were proficient or exemplary in establishing a culture of learning. Nearly all teachers appeared committed to helping the students develop intellectually and socially ("I know you can get this. Let's try again!"). Teachers instilled pride in their students over their work. Certificates of Achievement were posted in some classrooms celebrating academic

goals reached by the students. The review team observed objectives posted on classroom whiteboards. Student work prominently decorated the classrooms walls and teachers encouraged students to do their best.

Almost all of the observed classrooms were proficient or exemplary in managing classroom procedures. Classroom procedures were apparent in most classes from the start; for example, students were expected to put bags and lunches in the cubby area and fill in the "Check In" sheet with their names. Teachers were dedicated to keeping students focused and energized (a teacher clapped to get students immediate attention, or led the class in "wiggles" to wiggle out the distractions); maintaining order ("Eyes watching, ears listening, voices quiet bodies still"); and encouraging widespread and full participation (each student was assigned a "job" in the discussion). Teachers rewarded steadfast compliance by allowing students to select a game to play (such as a "Freeze Dance" game) or to discuss topics relevant to the lesson that were of particular interest to them. Transitions within class and between classes were observed to be close to seamless, with little loss of instructional time. Procedures were not uniform across classes but teachers used techniques that worked. In the student focus group, students expressed that they appreciated the way teachers got them to want to learn.

Almost every observed classroom was proficient or exemplary in managing student behavior. Most teachers clearly communicated behavioral standards to the students and carefully monitored them by circulating around the room. Classrooms had behavior expectations posted on the walls. Teachers promoted the positives of being a good person and working hard ("Thank you so much to my friends who are looking at me. That shows me you are paying attention.") Like the general classroom procedures, teachers used their own styles and techniques to influence student behavior. Minimal misbehavior was observed. A few instances of disruption and noncompliance arose, but these were exceptions rather than the rule.

Almost all of the observed classrooms were proficient or exemplary in organizing physical space. Classrooms were safe and were arranged to accommodate interaction between students. Physical space was designed for multiple types of instruction: whole group, small group, and individual work. Each table had work organizers on the back of the chairs. In the center of the tables were caddies for materials. Classrooms had a print-rich environment and cozy furniture that encouraged reading. The review team observed SmartBoards, iPads with headphones, and computers in use by staff and students. However, each member of the QSR team identified at least one classroom that was disorganized and haphazardly put together, featured disheveled stacks of paper, not enough space for moving around comfortably, or lack of sufficient storage. Additionally, one of the inclusion classrooms appeared too small to house the teacher and students in the room.

INSTRUCTIONAL DELIVERY

The below rubric was used to summarize the school's performance regarding instructional delivery.

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

Overall, the teachers observed were rated either satisfactory or proficient (roughly 50% each) regarding instructional delivery, based on assessment of the following elements: communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility.

Almost all of the observed classrooms were proficient or exemplary in communication with students. Most teachers were articulate in their instruction and questioning, trying different paths to comprehension upon recognition of confusion (rephrasing questions to model correct sentence structure; "sight words"). Most information conveyed was accurate in terms of content and grammar. Many teachers announced the objectives for the lesson at the beginning of the class. In several instances, teachers expressly connected the new material with previously covered material to allow for a more vivid perspective on the value of the lesson's information and skills. Teacher efforts to connect material with student experience and interests were evidenced by consistent, widespread student engagement. Procedural directions were clearly explained for all learners (in one case, directions were specifically tailored for a non-verbal student) such that they understood how to complete activities, if not also why they were doing them. Since activities were frequently interactive and teachers were skilled in facilitating cooperation, students at times helped explain concepts to one another.

Approximately 40% of teachers observed scored proficient or exemplary in questioning and discussion techniques. Although teachers were effective in promoting student engagement through comforting praise and underscoring the value of participation, the questions themselves tended to be low-level, not calling for critical thinking. Discussions were mostly teacher focused with students participating only when they were called upon. Most questions were low-level and designed to determine students' memorization competency. Questions were concerned with "the what" and not the why or how. A few teachers did compel analysis of information rather than merely seeking repetition of what the teacher said (e.g. "Why do you need to explain it? Is that relevant? Why is that important?").

Half of the classrooms observed scored satisfactory in engaging students in learning, with the other half being rated proficient. Most students were engaged in the lesson and contributed to discussion by either volunteering or responding to the teacher when called upon. Students competently worked in several instructive settings: class wide discussion, group work, independently, and turn and talk.

In using assessment in instruction, three-quarters of the classrooms observed scored satisfactory. Most teachers assessed student understanding by asking questions and then gauging student particular responses and general reactions. Teachers observed used thumbs up/down, verbal quizzes, and written responses. During independent assignments or group work, teachers would circulate around the room and check in with each student regarding their progress and testing their understanding by posing questions about their responses. In these interactions, teachers gave direct feedback about what students were doing well and what they could improve. In some classes, however, teachers only asked questions of groups or the class as a whole without creating opportunities for individual assessment. Self-assessment was rare; rubrics were not observed.

Most of the classrooms observed scored satisfactory in demonstrating flexibility. Although teachers and administrators in the focus groups stated that teachers differentiated their lesson plans to accommodate both higher-performing and lower-performing students, such efforts were not apparent in practice in the observed classes. Most teachers were effective in motivating different types of

students (shy, apathetic, frustrated) and implemented their lessons with confidence in purpose and know-how. As the teacher and assistant walked around helping students, there were several instances of students taking a different path than assigned. Instead of the teachers immediately redirecting, they allowed students to explore.

MEETING THE NEEDS OF ALL LEARNERS

The rubric below was used to summarize the school's performance regarding meeting the needs of all learners during the on-site reviews.

All Learners'	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 teachers in the focus group stated the school has "an excellent inclusion model" to meet the needs of all learners. During the observations, it was difficult to tell which students have IEPs, as well as which teacher was the special education teacher and which was the general education teacher in a classroom. Administrators in the focus group said many general education teachers had dual certifications. Additionally, administrators, coaches, and teachers spoke about the focus on differentiation in planning and instructing; however, this differentiation was not necessarily evident in the QSR team's classroom observations. The campus also provides three self-contained classrooms to meet the needs of students with more severe disabilities. Two of the self-contained classrooms were observed, and observers noted drastically different environments. One room was large, with three adults guiding students at individualized stations. The other self-contained classroom was extremely small, with only one adult providing instruction. The QSR

team was concerned about the small space of this room and asked the PCSB special education specialist to conduct a second review.

The school has five English language learners (ELLs). The special education lead for the 2nd and 3rd grade works with the ELs. The school attempts to make the families feel welcomed and encourage participation by providing report cards in Spanish.

PROFESSIONAL DEVELOPMENT

The rubric below was used to summarize the school's performance in promoting professional development.

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 the administrator and teacher focus groups, professional development takes place four days a week in the form of a common planning period, with additional professional development opportunities at least once a month, and Saturday workshops as needed. Teachers indicated that professional development is usually centered around an area in which they feel they need support. The administration encourages teachers to attend OSSE trainings, and supports teachers earning additional degrees through tuition reimbursement. Aids/assistants are part of the summer institute for additional professional development and are also eligible for tuition reimbursement. Teachers also stated that instructional coaches, which the school has had for three years now, assist with lesson planning. Additionally, all teachers participate in a week-long retreat at the beginning of the school year in which they are divided for collaboration by grade level and content area.

Administrators in the focus group talked about how there are cameras in each classroom so instructional coaches can review teacher performance and offer ways to improve. Teachers are also expected to review them independently.

SCHOOL CLIMATE

The rubric below was used to summarize the school's performance regarding school climate.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment for students.	The school's disciplinary 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	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,	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

Overall, the school appeared to be a safe and orderly learning environment. There are several security guards at the school, all of whom appear to have cordial relationships with students. Students in the focus group all said they feel safe at school due to the presence of the security guards and the calming impact of teachers. Three students mentioned other students in their classes were "mean," or had done "bad things" but blamed it on other people and got away with it. The QSR team did not observe any instances of such misbehavior.