DC PUBLIC CHARTER SCHOOL BOARD

January 6, 2016

Donald Hense, Board Chair
Friendship Public Charter School
120 Q Street NE, Suite 200
Washington, DC 20002

Dear Mr. Hense,

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews with Strategies Visits (QSR) to gather and document evidence to support oversight of schools that are identified as Focus or Priority by the Office of the State Superintendent of Education (OSSE). According to the 2014 Memorandum of Understanding that DC PCSB has with the OSSE around implementation of the 2012 Waiver to the Elementary and Secondary Education Act (Waiver), DC PCSB must "ensure that public charter schools identified as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school's Intervention and Support Plan". Friendship Public Charter School – Blow Pierce Elementary was designated as Priority by OSSE in school year 2014-15 based on state test results from school year 2013-14 for overall low academic performance.

The school spent school year 2014-15 planning strategies around the seven Turnaround Principles included in the Waiver and DC PCSB conducted two informal visits as Priority schools receive one full year to plan strategies before official monitoring begins. DC PCSB conducted its first QSR with a Strategies Visit at the school between November 9 and November 20, 2015. The purpose of the QSR is to observe how the school's Priority intervention strategies around the seven Turnaround Principles are being implemented. The QSR included two scheduled visits and multiple unscheduled visits during the two-week window.

Enclosed is the team's report. We appreciate the assistance and hospitality that you and your staff gave the QSR team at Friendship Public Charter School – Blow Pierce Elementary.

Sincerely,
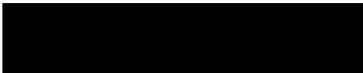
Naomi DeVeaux
Deputy Director

Enclosures
cc: Dr. David Grant, School Principal

Qualitative Site Review Report

Date: January 6, 2016
Campus Name: Friendship Public Charter School – Blow Pierce Elementary
Ward: 7
Grade levels: Prekindergarten-three (PK3) through grade 3
Enrollment: 408
Reason for visit: School designated as Priority by Office of the State
Superintendent
Two-week window: November 9 through November 20, 2015
Number of observations: 17
Scheduled Days: November 13 and November 17, 2015

Summary

The mission of Friendship Public Charter School (Friendship PCS), a multi-campus local
education agency serving grades PK3 through 12, is to provide a world-class education
that motivates students to achieve high academic standards, enjoy learning, and develop
as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to
their communities.

Friendship PCS – Blow Pierce Elementary was first identified by the Office of the State
Superintendent of Education (OSSE) as a Priority school in fall of 2014 based on their
performance on the state assessment in school year 2013-14. Priority schools use the year
of their identification to plan school improvement strategies around the seven Turnaround
Principles incorporated in DC's 2012 Waiver to the Elementary and Secondary Education
Act. During school year 2014-15, DC PCSB conducted two informal visits of Friendship
PCS – Blow Pierce Elementary School to discuss the planning process with school
leadership. The visit in fall of 2015 was the first official monitoring visit.

The school will remain under Priority status until it meets the exit criteria, established by
the OSSE. The state switched to a new assessment in school year 2014-15 causing its
original exit criteria to no longer be applicable. This resulted in no schools being eligible
to exit in school year 2014-15. Therefore Friendship PCS – Blow Pierce Elementary is
considered to be in its second year of Priority status but its first year of Priority
implementation and monitoring. OSSE has not yet established the criteria the school will
need to meet to exit Priority status.

DC PCSB conducted two informal visits of the school in school year 2014-15. To see the
previous informal visits, go here (access key: ESSA).

DC PCSB conducts in the first half of a Priority School's implementation year a full
Qualitative Site Review (QSRs) with a Strategies Visit as the first formal monitoring
visit. The purpose is both to gather baseline data related to the school's overall
instructional program and to gather evidence related to the school's implementation of
Priority strategies aligned to the seven Turnaround Principles.   The QSR assesses a
school using the Charlotte Danielson Framework in two broad areas: Classroom

Environment and Instruction, as well as assessing those aspects of a school's stated mission and charter goals that can be observed through classroom visits. The Strategies Visit supplements this QSR by assessing the implementation of the school improvement strategies. Subsequent visits under the ESEA Waiver will not include another QSR and will focus only on the school's improvement strategies. The results of the monitoring visits are used to collect interim evidence that the school is implementing the strategies identified below.

DC PCSB leaves it to the discretion of school leadership to determine the best use of time during the scheduled day(s) of observations for the purposes of Priority intervention strategies and only sees a "snapshot" of a school day during the unscheduled visits. Therefore DC PCSB may not observe all strategies chosen by the school. Cases where DC PCSB did not observe a strategy are indicated in the report.

The QSR team scored 72% of the observations as distinguished or proficient in the Classroom Environment domain. The highest rated element within this domain was *Establishing a Culture for Learning* with 82% of observations rated proficient or distinguished. Students eagerly participated in learning activities, sharing responses with the class and teachers generally demonstrated high regard for student learning. The lowest rated elements within this domain were *Managing Classroom Procedures* and *Managing Student Behavior*. In some observations transitions took a significant amount of time and students presented behavior challenges, taking time away from instruction.

The QSR team scored 57% of the observations as distinguished or proficient in the Instruction domain. In both *Communicating with Students* and *Engaging Students in Learning*, the QSR team rated over 70% of observations as distinguished or proficient. Teachers communicated content clearly to students, using student-friendly examples. In many observations students had choice in learning activities and remained highly engaged. *Using Questioning and Discussion Techniques* was the lowest rated element in this domain with 35% of observations scored as proficient or distinguished. Generally questions led students along a single path of inquiry with predetermined answers and teachers gave students limited opportunities to discuss content with each other.

Support for Students with Disabilities

Prior to the two-week window, Friendship PCS – Blow Pierce Elementary provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire. The questionnaire states that the instructional staff at Friendship PCS-Blow Pierce Elementary has access to a variety of resources and adaptive aids to help students with disabilities to keep up in general education classroom environment. Students[1] in math classes used calculators to solve simple math for parts of a larger math equation. Teachers used multi-media in classrooms in order to engage students in learning about current events and the art of note

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[1] It was unclear if the students indicated were special education students or general education students, as the QSR team does not ask school staff to identify students with disabilities.

taking. The questionnaire also noted that co-teaching pairs have an opportunity to plan together each week so that lesson plans may be drafted together and both teachers can have ownership in the daily class lessons for their co-teaching class. A co-teaching team in a math observation appeared to have a positive rapport with one another, taking turns to explain how students could solve for a given math equation.

The students with disabilities at Friendship PCS – Blow Pierce appeared to be comfortable in their learning environment, and in many instances the students appeared to have warm, positive relationships with their teachers. However, special education experts who observed classrooms saw little evidence that teachers are differentiating learning activities for students with disabilities. While students had choice in learning activities demonstrating differentiation in learning process, use of intervention programs during the specified intervention block was inconsistent across classrooms and it was unclear how the various academic tasks targeted students' skill and knowledge levels.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Friendship Public Charter School's (all campuses) mission, 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 Friendship PCS – Blow Pierce Elementary meeting those goals during the QSR.

Mission and Goals	Evidence
Mission: The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.	The QSR team gathered evidence of how the school fulfills its mission. Observers saw teachers motivating students to achieve high academic standards by establishing a strong learning culture with 82% of observations rated as proficient or distinguished in *Establishing a Culture for Learning.* Students demonstrated their enjoyment of learning by their high levels of student engagement, with 71% of observations rated as proficient or distinguished in *Engaging Students in Learning.* Teachers worked towards developing ethical students in the way they *Created an Environment of Respect and Rapport,* an element in which observers scored 77% of observations as proficient or distinguished. For evidence related to developing literacy in students, please refer to Performance Management Framework (PMF) goals number one and two. Teachers cultivated well-rounded students through center work in which activities varied from reading plays out-loud, working with different types of materials, such as blocks, clay and paint, and pretending to have different professions (e.g., firefighter and police officer). Teachers also motivated students to be self-sufficient by providing choices for learning tasks and scaffolding math problem solving. For evidence related to how the school prepares students academically, please see the Instruction domain in the *Framework for Teaching* section of this report.

Mission and Goals	Evidence
Goals:	
PMF Goal #1: Student Progress – Academic improvement over time *Effective instruction supporting student academic progress and achievement in reading.* **PMF Goal #2: Student Achievement – Meeting or exceeding academic standards** *Moving students to advanced levels of proficiency in reading*	The QSR team noted a general absence of higher-order thinking questions in reading instruction, and most questions seemed to have pre-determined one-word answers. The QSR team rated only 35% of observations as proficient in *Using Questioning and Discussion Techniques*. Students worked in small groups on activities that allowed differentiation in work product, like creating scenes from books, comparing and contrasting stories using graphic organizers, and reading non-fiction texts with the teacher. Observers noted that most discussion happened between teachers and students with little academic discussion among students. Teachers asked students direct questions to elicit responses, but students rarely had the opportunity to engage in deeper discussion among peers.
PMF Goal #1: Student Progress – Academic improvement over time *Effective instruction supporting student academic progress and achievement in math* **PMF Goal #2: Student Achievement – Meeting or exceeding academic standards** *Moving students to advanced levels of proficiency in math*	Students worked in small groups at math stations. One station required all students to complete the same worksheet with two-step math problems. At another station students worked on computers using a program that provided individualized activities based on the students' math level. A third station required students to act out math problems.
PMF Goal #3: **Gateway – Outcomes in key subjects that predict future educational success** Promotion of reading proficiency by third grade and math proficiency by eighth grade	The QSR team limited their observations to reading instruction for the purposes of this goal, given that grades served by the campus span prekindergarten through third grade.

Mission and Goals	Evidence
	Most English Language Arts (ELA) teachers offered students a variety of ways to demonstrate their knowledge in reading and by providing leveled resources for students. Students used graphic organizers to compare and contrast stories, found key details in stories to support a claim, read stories at their reading levels, and wrote in journals. Teachers held students accountable for what they read by asking them to write facts on sticky notes.
PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement Culture of learning and support in the classrooms	Friendship PCS- Blow Pierce Elementary cultivates a culture of learning and support in classrooms as shown through the Classroom Environment domain where observers rated 72% of the observations as proficient or distinguished, though observers rated only 57% of the observations as proficient or distinguished in Instruction. The QSR team scored 82% of the observations as distinguished or proficient in *Establishing a Culture for Learning* where students put forth good effort to complete the learning tasks, asked questions, and participated actively without prompting. Students also demonstrated pride in their work as they eagerly shared responses to questions. Teachers showed high regard for student learning as they frequently praised students who came up to the board to present information or solve problems.
Governance:	A member of the DC PCSB staff attended the Friendship Public Charter School Board Meeting on October 30, 2015. Overall DC PCSB saw evidence of good governance as the board focused on both their fiduciary responsibilities as well as the academic responsibilities of the school. Three board

Mission and Goals	Evidence
	members attended by phone and six board members were present. The Board Chair, Donald Hense, led the meeting which focused on two major items: (1) a financial audit update and approval and (2) the school performance report. The board received an in-depth fiscal audit review. The Board's Vice Chair and the Chief Academic Officer presented performance data, which included Friendship's internal performance metrics and DC PCSB's performance management framework (PMF) ratings. A performance report indicated that the charter management organization (CMO) created an alumni office to support students who graduate from its schools. Additionally Friendship PCS is currently studying and developing an evaluative tool that quantifies post-graduation success factors for students who have been successful in their college years.

THE CLASSROOM ENVIRONMENT[2]

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 72% of observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 77% of the observations as distinguished or proficient in Creating an Environment of Respect and Rapport. Talk between the teacher and students and among students was uniformly respectful and kind. Teachers called students by name or "friends," and students asked each other for help before asking the teacher in a few observations.	Distinguished	24%
	Teachers demonstrated close positive relationships with students. They gave out hugs, stood close to them to observe their work, and asked students how they were feeling. In some cases teachers diffused challenging behavior by using humor, demonstrating their intimate knowledge of students. Students in distinguished observations corrected each other, asking each other to quiet down as a teacher was talking.	Proficient	53%
	The QSR team scored 24% of the observations as basic in this component. In a few observations student interactions with each other and with the teacher were not respectful leading to some behavior challenges. In these observations students threatened each other and turned their backs from the teacher during instruction.	Basic	24%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0 %

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

The Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	The QSR team scored 82% of the observations as distinguished or proficient in Establishing a Culture for Learning. Students put forth good effort to complete the learning task, asked questions, and participated actively without prompting. Students demonstrated pride in their work as they eagerly shared responses to questions. Teachers showed high regard for student learning as they frequently praised students who came up to the board to present information or solve problems.	Distinguished	6%
		Proficient	76%
	The QSR team scored 18% of the observations as basic in this component. In some observations teachers focused more on completion of the learning task rather than quality of work and students spent their time in small groups socializing rather than focusing on the academic task. In other observations students focused simply on task completion rather than understanding content, as in one observation where students simply copied answers from peers to get through worksheets.	Basic	18%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 66% of the observations as distinguished or proficient in Managing Classroom Procedures. In most observations there was minimal loss of instructional time as teachers used chants or clapping to focus students as they transitioned from one activity to the next. Teachers gave students notice prior to transitions so that they would be ready. Students required minimal prompting to operate at stations.	Distinguished	6%
		Proficient	59%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored 35% of the observations as basic in this component. In some observations students did not know what to do at stations or did not have the materials they needed to complete learning tasks, which led to lost instructional time. Small groups in some observations were only partially engaged in learning tasks when teachers were not working directly with them.	Basic	35%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 65% of the observations as distinguished or proficient with an impressive 41% rated as distinguished in Managing Student Behavior. There were virtually no instances of misbehavior in these observations. Teachers had established clear standards of conduct as students raised hands to answer questions and teachers effectively encouraged students to be respectful and listen to each other's responses. In distinguished observations students corrected each other's behavior. Teachers narrated positive behavior and used proximity to manage behavior.	Distinguished	41%
		Proficient	24%
	The QSR team scored 35% of the observations as basic in this component. In some observations teachers responded inconsistently to off-task behavior, punishing some students while ignoring others who exhibited the same behavior. Students in some observations repeatedly engaged in off-task behavior, mostly talking rather than focusing on the learning task. Teachers in some observations used a point system to incentivize positive behavior but student response to this was uneven, with some students continuing negative behaviors as the teacher took away points.	Basic	35%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 57% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 71% of the observations as distinguished or proficient in Communicating with Students. Teachers clearly explained directions and procedures. In one observation a teacher asked a student to repeat directions to the class after the initial explanation. Teachers presented clear instructional purposes. They asked students to explain how the current lesson would build on past learning. Teachers also put the objective on the board and discussed it with students. Teachers used rich examples to contextualize new material for students.	Distinguished	12%
		Proficient	59%
	The QSR team scored 29% of the observations as basic in this component. In these observations the instructional purpose was unclear and student engagement suffered. Instruction in some observations was limited to describing the steps for task completion rather than actual academic content.	Basic	29%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team rated only 35% of the observations as proficient in Using Questioning/Prompts and Discussion Techniques. Teachers in some observations used open-ended questions. One teacher asked students to brainstorm and create a list of adjectives for various common objects	Distinguished	0%

Instruction	Evidence Observed	School Wide Rating	
	like an apple, plum, and table. In some observations teachers asked higher order thinking questions and required students to justify their answers as in math classes where the teachers asked students how they arrived at a particular answer or asked students to defend why they agreed or disagreed with a fellow student's response.	Proficient	35%
	The QSR team scored 65% of the observations as basic in this component. In many observations questions followed a single path of inquiry requiring one-word answers with no opportunity for different correct answers. Most observations included limited student-to-student interaction about academic content.	Basic	65%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team rated 71% of the observations as distinguished or proficient in Engaging Students in Learning. Student engagement was high in many observations. Teachers differentiated learning activities. In small groups students compared and contrasted events using Venn diagrams, used computer programs targeted to the student's reading level, worked with a teacher on guided reading, and answered open-response questions in journals. The pacing of most observations was appropriate allowing for students to complete the tasks without getting bored as students stayed actively engaged without becoming off-task.	Distinguished	6%
		Proficient	65%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team rated 29% of the observations as basic in this component. Students not working directly with the teacher were off-task in some observations. In one observation the entire lesson was spent on call and response resulting in downtime where many students lost focus. In other observations students had no choice in how they completed learning tasks, completing the same worksheet with one pre-determined answer in both reading and math classes.	Basic	29%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team rated 53% of the observations as distinguished or proficient in Using Assessment in Instruction. In approximately half of the observations, teachers used various strategies to elicit evidence of learning from most students, walking around and examining student work and asking students to show "thumbs up" if they agreed with a student's response. Students in a couple of observations had the	Distinguished	6%
	opportunity to self-assess by re-examining their responses to verify that it was correct and by comparing their own work with the established criteria. In many observations where teachers circulated classrooms, they provided specific feedback to students to improve their work or asked detailed questions to understand why a student may have gotten an answer incorrect.	Proficient	47%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored 47% of the observations as basic in this component. Observers noted that in about half of the classrooms observed, teachers used whole-group assessments of learning, providing limited information to the teacher as to which students may not understand the content. Teachers provided feedback that focused on task completion rather than improving the quality of work. Teachers in some observations did not make adjustments to the lesson after assessing widespread knowledge gaps.	Basic	47%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

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

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
			of the lesson.	structure and pacing of the lesson allow for student reflection and closure.
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.

Strategies Visit Report

Date: January 6, 2016
Campus Name: Friendship Public Charter School – Blow Pierce Elementary
Ward: 7
Grade levels: Prekindergarten-three (PK3) through third grade
Enrollment: 408
Previous ESEA monitoring visits: Priority schools have one year to plan strategies around the seven Turnaround Principles. DC PCSB met with the school at the beginning of school year 2014-15 to discuss strategies for school improvement and conducted a walk-through Priority Visit in April 2015.
Subgroup: Priority School
Two-week window: November 9 – November 20, 2015
Scheduled Days: November 13 and November 17, 2015

SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes the strategies and evidence collected by DC PCSB for the purposes of the 2012 ESEA Flexibility Waiver. DC PCSB observed the school implementing those strategies during the scheduled days on November 7, November 12, November 13, and November 17, and the observation window from November 9 through November 20, 2015, in which unscheduled visits took place.

DC PCSB leaves it to the discretion of school leadership to determine the best use of time during the scheduled day of observations for the purposes of Priority intervention strategies. Therefore it may not be possible to observe certain strategies chosen by the school. In cases where DC PCSB did not have the opportunity to observe the strategy, we will indicate that in the report.

DC PCSB observed strong implementation of some of the school's Priority intervention strategies including Saturday Knights and Learning Contract discussions. Students worked on intervention programs during Saturday Knights and practiced writing skills with specific feedback from the teacher. During the Learning Contract discussion between a teacher and parent, the teacher discussed the student's academic results and gave the parent specific strategies and resources to use at home to support the student's academic achievement.

The Blow Pierce Elementary School campus (Friendship PCS—Blow Pierce Elementary) school day is designed to provide a highly differentiated learning experience for each student. Each day starts with an intervention block for all students. During this block students use computer software that targets reading and math instruction to a student's particular level. Observers saw inconsistent implementation of this program. Some students used computer programs geared to the student's particular math or reading level (though in other classrooms these intervention programs were not used during the intervention block).

DC PCSB did not observe professional development or the school's use of data and will observe these strategies in the spring.

Strategy Described in School Improvement Plan	School's Description of Strategy on the Ground	Evidence
Principle 1: Provide Strong School Leadership Seasoned and successful principal will support and mentor school leadership to improve the performance of school leadership, ensure effective planning and implementation and improve outcomes.	Past, seasoned and successful principal meets with the leadership staff weekly to provide feedback on existing leadership models, data trends, leadership plans and agendas.	While DCPCSB did not observe the principal meeting with leadership staff, evidence of effective planning and implementation and the improvement of student outcomes may be seen in the elements of the *Framework for Teaching* in which observers scored 57% of observations as proficient or distinguished in the Instruction Domain. DC PCSB will observe this strategy in the spring.
Principle 2: Effective use of Staffing Practices and Instruction The Professional Development Coordinator is providing support in the development of specific professional development modules aimed at improving the effectiveness of instructional staff (primarily classroom teachers). We partner with outside master educators and leadership coaching	Professional development (PD) portal allows Friendship staff to easily create and manage an online catalog of all PD activities across the district from a single web based interface. Master educators will be working with instructional specialist and conducting walkthroughs with instructional specialists to provide feedback on effective coaching, observations, and feedback.	DC PCSB did not have the opportunity observe any evidence related to the Professional Development portal nor did we observe leadership coaching. This will be done in the spring visit.

Strategy Described in School Improvement Plan	School's Description of Strategy on the Ground	Evidence
consultants to provide coaching to leadership in effective observations and feedback.		
Principle 3: Effective Use of Time Saturday and afterschool tutoring for students performing 2 or more grade levels behind.	Saturday Knights' Tutoring: Identified students will participate in math and reading instruction delivered outside the regular school day. Additional time on task will enable these students to master the standards in small group settings.	DCPCSB observed strong implementation of Saturday Knights. In one observation students read a passage and responded to a prompt. They then took turns reading responses out loud with the teacher offering feedback to improve writing, such as referring to textual evidence when making a claim. In another observation students worked silently on the intervention program Achieve 3000 as teachers circulated to help with technology. Teachers did not provide any instructional support with the learning tasks. Students took turns reading sentences of an e-book displayed on the board while the teacher encouraged students to make connections between themselves and the characters in another observation.
Principle 4: Curriculum,	Compass Learning and	DC PCSB observed

Strategy Described in School Improvement Plan	School's Description of Strategy on the Ground	Evidence
Assessment and Intervention System Increasing the use of research-based intervention programs for students who are two or more grade levels behind in ELA and/or math with the use of Compass Learning and Lexia Reading.	Lexia Reading programs will be used primarily during the intervention block to improve student achievement in mathematics and reading, respectively.	moderate implementation of the use of reading intervention programs. Observers saw students using reading and math intervention programs on computers in some classrooms. The observers did not see the consistent use of reading intervention programs during the intervention block at the beginning of the school day. In reading interventions students inserted letters into words and identified whether nouns were singular or plural. Math tasks on computer programs asked students to complete one-digit multiplication and division problems quickly, helping them hone their math facts.
Principle 5: Effective Use of Data: Utilization of Tableau and Schoolnet which have data collection data analysis capabilities in order to allow for customized real time data analysis. Director of Data Instruction and Data Analysts are refining the data cycle and data cycle protocols to improve the assessment program. In addition, the school team and the leadership staff are creating a new set of benchmarks that are Common Core aligned.	• Director of Data Instruction provides PD to elementary school teachers regarding how to use data to target instructional interventions and data cycles. • School-based staff have weekly data talks using benchmark data, student work; teacher generated formative assessments.	DC PCSB did not have the opportunity to see the school's effective use of data. An observer was scheduled to observe a grade-level meeting during the scheduled day but the teacher who led this meeting was absent. The observer went to an alternate meeting among teachers in which they discussed grade-level projects, planned a harvest activity, and discussed challenges of communication with

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Students will take benchmarks 3-4 times a year.	• District wide data talks for teachers to come together to identify best practices (3 times a year the week following benchmarks)	particular parents. DC PCSB will observe this strategy during the spring visit.
Principle 6: School Climate and Culture Principal tracks and analyzes school attendance, truancy, and discipline data weekly with Instructional Leadership Team. Any possible trends in disproportionality or any irregularities are immediately addressed with school leadership with action plans to address concerns. Principal works closely with the Director of Parent Relations and the Director of Student Support Services to build systems to link educators, students, parents, and caregivers to community services when needed. A Positive Behavior Intervention system is in place. Incentives are provided to students who demonstrate the Friendship core values and encourage continued citizenship throughout the school community. School Counselors have partnered	Principal and other key staff have access to Tableau, which provides updated attendance, discipline, and truancy data in dashboards. Teachers and administrators use laptops and tablets to record and share information with each other throughout the day. Students earn points for positive behavior. To minimize out of school time, students who violate the code of conduct receive lunch detention and more egregious acts receive detention plus (Saturday detention).	Please see evidence related to school climate and culture in the *Framework for Teaching* Classroom Environment domain in which observers rated 72% of the observations as distinguished or proficient. Teachers and administrators did not use laptops and tablets to record and share information with each other throughout the day during our observations.

Strategy Described in School Improvement Plan	School's Description of Strategy on the Ground	Evidence
with community based organizations to address students that have chronic truancy issues.		
Principle 7: Effective Family and Community Engagement The Director of Parent Relations will work closely with the school leadership to design and implement family engagement activities that are specifically focused on enhancing student achievement. Parents are invited and encouraged to participate in data nights where parents can review student data; parent teacher conferences and Quarterly Learning Contract discussions and Chat and Chews.	Blow-Pierce will engage families with fidelity to ensure these stakeholders are informed and supportive of all initiatives that will be implemented to raise academic and social achievement in all students, staff and parents. The administrators will create and maintain a transparent climate that embraces all families. The following parent engagement opportunities exist: Data Knights to inform parents of student data, Principal/Parent Breakfast to share school and district data and initiatives to support student learning, working closely with the Parent Advisory Committee (PAC) to encourage parent engagement, parent workshops to support student learning. Students that have chronic truancy issues are referred to a community based organization to work with the student, the parent and the school to address and alleviate all barriers that are preventing academic	DC PCSB saw strong implementation of parent engagement strategies through the Quarterly Learning Contract. DC PCSB obtained permission from a parent and teacher to observe a Quarterly Learning Contract discussion. The teacher presented the parent with the student's report card and the parent expressed concerned about the student's math performance. The teacher discussed new challenges in implementing the Common Core curriculum and math and assured the parents that the two would come up with strategies to support the student. They also talked about the student's reading level and the teacher showed the parent the Reading A-Z website where the parent could get books for the student on the student's level. The teacher noted that the student has no behavior challenges and discussed opportunities for additional support through

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	success.	Saturday School and after-school tutoring. At the end of the session the teacher recapped strategies to support the student including math facts practice by applying facts to real life and reading at home. DC PCSB did not observe Chat and Chews, Data Knights, or sessions with the PAC.