April 5, 2013

Mr. Donald Hense, Board Chair
Friendship Public Charter School
Chamberlain Campus
120 Q Street NE
Washington, DC 20002

Dear Mr. Hense:

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):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report
On November 16 and 27, 2012, a Qualitative Site Review team conducted on-site reviews of Friendship PCS – Chamberlain. 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 school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

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

Sincerely,

Naomi DeVeaux
Deputy Director
Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Friendship PCS 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 as Identified by the School	Evidence
Ensure that each student achieves the educational standards in each subject area as outlined in the *Student Academic Standards*.	According to administrators, the school recently implemented a new curriculum; however, the leadership team did not discuss how this curriculum would ensure that each student achieves the education standards in each subject area and this was not observable during the site visits.
Help students feel comfortable taking intellectual chances and accepting academic challenges.	The QSR team noted a prevalent emphasis on going to college throughout the school. In the discussion groups, the students indicated that teachers wanted the best for the students and constantly helped them to achieve the material presented in classroom activities. Classroom observations revealed that teachers regularly encouraged children to probe deeper and encouraged them to think more about their discussions in class.

Goal as Identified by the School	Evidence
Improve student motivation by increasing the motivation of the education team by setting high performance standards and expectations.	The administrators' focus group indicated that they have set a goal of becoming a Tier 1 school with 100% of their students attending college. In order to achieve this goal, staff concentrates on three targets-culture, academics and operations. Classroom observations indicated that there is a culture of students wanting to achieve at the school. Students were eager and actively participating in classes. Teachers were observed encouraging students to respond to questions with comments like "I see one hand, two hands, give me more, give me more." In the student focus group, all of the students indicated that they were going to college and that teachers at the school wanted the best for them. The teacher focus group indicated they felt empowered to excel by being able to decide what professional development they needed for them to grow aside from what the Friendship central office established.
Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.	The QSR team did not observe any evidence related to this goal.
Ensure that students are prepared to lead successful adult lives as workers and consumers.	The teacher focus group indicated that preparing students to lead successful adult lives begins in kindergarten, even though college might be an abstract concept at this stage of life. Conversations with teachers indicated that when students are in the elementary grades they begin to center on college and connect with college words and word walls. In middle school, teachers introduce college themes. Teachers familiarize their students with colleges and post their alma maters' banners in each class.
Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	The QSR team did not observe any evidence related to this goal.

Goal as Identified by the School	Evidence
Provide a safe and secure learning community.	The school was safe. The QSR team observed teachers managing their classrooms effectively and students passing through the halls in a quiet and orderly fashion. The student focus group participants said that they were aware of the school's rules, regulations, and consequences for their actions. Students also said that school staff is present at the Metro before and after school to ensure safe passage to and from school.
Draw on the support of families and the community to reinforce the school's education mission.	The QSR team did not observe a parent event at Chamberlain Campus. However, according to school leaders, the parent group is active. Parents are invited to Award Assemblies to honor students' academic achievement. Recently the school held a father -daughter dance and will soon host a mother-son dance. The school is in the process of creating a Parent Survey.
Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	The QSR team did not observe any evidence related to this goal.
Develop in students an abiding commitment to the school's surrounding community.	Leadership said that the school recently participated in a Walk for the Homeless. The school also has a marching band, which performs yearly in the Thanksgiving Parade in downtown Silver Spring, Maryland.

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 Friendship PCS is to prepare a diverse cross-section of children for success as students, workers, and citizens by providing them with a world-class education. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

In student focus groups, students articulated that teachers wanted them to achieve and they have set a goal for attending college. Interviews with administrators and staff indicated that student success is synonymous with attending a post-secondary institution, thus exposing students to colleges and universities is a priority at the school. Teachers name their classrooms after the university they attended and wear apparel from various colleges. University banners are prevalent throughout the school.

The school has a safe and orderly environment. The observation team noted security stationed on each floor during the school day. Transitions between classes are orderly and the halls are quiet throughout the day. The school has clearly established routines and procedures as noted by the observation team.

 Classroom observations did not reveal a majority of students being instructed on advanced levels to enable students to compete world –wide. To support this observation, in the administrators' focus group, leadership discussed the fact that the school has not yet met the PMF status of Tier 1 nor have the students met or exceeded AYP targets.

PCSB staff visited the Friendship Public Charter School board meeting on October 25, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a discussion about the following topics:

- New facility for Tech Prep campus
- Student enrollment trends
- Embedding school mission across all programs
- New curriculum, professional development strategies used across district
- Upcoming PARCC assessment, partnership with Achievement Network
- Strategies for improving school climate/culture

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

Eighty-three percent of classrooms observed scored proficient or exemplary on Environment of Respect. The learning environment in these classrooms was one of engagement and encouragement. In most classrooms, the review team observed that teachers managed positive relationships with students. Teachers and students were courteous to each other and they interacted easily. Teachers celebrated students' successes by doing quick cheers, clapping, and giving verbal accolades. The review team also observed that the level of respect was mutual for both teachers and students with an ease of interactions between them.

Approximately three-quarters of classrooms observed scored proficient or exemplary on Culture of Learning. Classroom observations indicated that there was a focus on college awareness prevalent in the classes. However, in several classrooms, observers noted students not engaged in classes and the teachers did not attempt to reengage them.

Approximately three-quarters of classrooms observed scored proficient or exemplary on Managing Classroom Procedures. In most of the classes observed, teachers had established procedures and routines, with little loss of instructional time. Classroom observations indicated that teachers controlled the pacing of activities by time checks and count-downs. However, in some classes, students did not follow established procedures. Observers noted that in most classes students were engaged in small group discussions, while in some classes students were only partially engaged when not working directly with the teacher. Transitions within most classrooms were smooth and orderly.

Approximately 90% of classrooms observed scored proficient or exemplary on Managing Student Behavior. In most classrooms observed, teachers' monitoring of students behavior was subtle and preventative; teachers continually monitored student behavior by moving around the room. In a few classrooms observed, the teachers' classroom management was noticeably ineffective and student misbehavior interfered with the lessons.

Approximately three-quarters of classrooms observed scored proficient or exemplary on Organization of Physical Space. Classrooms observed appeared to be clean and safe. Teachers used of the technology available to them. The classes used space effectively. There were ample resources

and materials available to students to support the learning goals. Students were able to rearrange the furniture to form working groups. However, in the middle school, some classrooms were very crowded with small desks.

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

Eighty-three percent of classrooms observed scored proficient or exemplary on Communicating with Students. In classroom observations, the review team observed that teachers modeled their academic expectations to students before assigning them a task. Teachers used technology to reinforce their oral directions. In most classrooms, students were required to answer questions in complete sentences. Teachers shared directions and expectations before the lessons began. The review team also observed that teachers reviewed content before students took a test; however, the team observed a few examples of teachers not preparing the students for tests.

Sixty-five percent of classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers showed a range of abilities in the use of questioning techniques. In some classes teachers actively engaged students in discussions and initiated higher order

thinking questions, while in some classes teachers used many recall questions and few, if any, probing questions. Other teachers did not permit the students to develop their answers.

Eighty-three percent of classrooms observed scored proficient or exemplary on Engaging Students in Learning. Most students observed were intellectually engaged in the lesson. Observers also noted guided practice incorporated throughout the instructional activities in most classes. In some cases, students were not engaged in small group work when the teacher was not actively monitoring them.

Sixty-five percent of classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Teachers used exit tickets in some of the classrooms observed. Most teachers circulated around the classroom to assess student performance of learning activities. Observers also saw teachers ask questions throughout the lessons to ascertain students' understanding.

Eighty-five percent of classrooms observed scored proficient or exemplary on Demonstrating Flexibility. Classrooms had additional support staff to support student needs for instruction and intervention. Teachers modified their lesson when students needed additional assistance and to accommodate questions students asked pertaining to the lesson.

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 presented several programs intended to help struggling students. The school currently runs daily after school programs and a Saturday School to assist students who are behind. Each day the school has a 45-minute "Champion Prep" time for teachers to address struggling students or to provide enrichment to students. This intervention is to give students addition instruction targeted to their needs. In addition, teachers pull out students from the classroom who need more intensive intervention. Students are assigned to resource classes for special education instruction. Observation of such classes revealed small group instruction with an aide present to assist in instruction.

There are no English Language Learners ("ELLs") currently attending the school.

PROFESSIONAL DEVELOPMENT

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

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

Professional Development Summary

The school has developed a comprehensive professional development calendar for its teaching staff. The central office put into place a professional development program at the beginning of the year. A three-week orientation occurs each summer for all Friendship schools. While the central office provides professional development throughout the year, Chamberlain staff has the authority to enact its own professional development program as well and has had a session on pacing. Teachers are encouraged to do peer teaching and to perform demonstration lessons for the staff. They said that they feel empowered because they are able to address their particular concerns. Administrators collect lesson plans weekly for review. While there is no specific lesson plan template that teachers must use, all lesson plans contain the same elements for lessons. Examples of such elements include, "Do Now, Stated Lesson Objective, Guided Practice, Independent work, and Exit Ticket."

The new teachers indicated that they felt that administration supported them by permitting them to engage in collaborations with their colleagues and to have professional development curtailed to their individual needs. In addition, teachers said that informal support was readily available for them from their peers and because this support was not evaluative, they felt comfortable in seeking help.

SCHOOL CLIMATE

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

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

School Climate Summary

The review team observed that the building is inviting and clean. Students walk through the building in quiet lines and the early childhood students keep their hands behind them as they walk through the halls. Student focus group participants indicated that they feel safe in the building and have pride in their school. Security and staff monitor the halls. The QSR team observed that staff is present outside in the morning for arrival and in the afternoon for dismissal. Staff indicated that they wait by the Metro before and after school to ensure students' safe passage to and from school.

The emphasis on going to college is prevalent in the building with banners throughout the building on the walls and classrooms named after colleges. Students' work is also posted on the walls in the building. Student focus groups indicated that they feel their teachers want the best for them and all of the students stated that college is a goal that the school has set for them and they have set for themselves. Teachers and administration celebrate students for their accomplishments and encourage parents to participate in school activities.