



March 8, 2013

John Green, Board Chair
Achievement Preparatory Public Charter School
908 Whaler Place, NE
Washington, DC 20032

Dear Mr. Green:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the 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 for 5-year Charter Review

Qualitative Site Review Report

On January 14 and 16, 2013, a Qualitative Site Review team conducted on-site reviews of Achievement Preparatory PCS. 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 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 Achievement Prep PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Achievement Prep PCS is in compliance with its charter.

Sincerely,



Scott Pearson
Executive Director

Enclosures
cc: Susan Cannon

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Achievement Preparatory PCS (“Achievement Prep”) 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
Students will master content in reading and demonstrate proficiency as readers of the English language.	Classroom observations revealed a consistently implemented, structured system in place for students to achieve proficiency as readers of the English language. Teachers used assessments directly related to the lesson at hand and there was a structured system of intervention and enrichment in place. Administrators indicated in focus groups that each Friday students are assessed for the objectives taught and based on these assessments are placed into groups for either intervention or enrichment. The QSR team observed fifth graders analyzing selected poems, identifying similes and metaphors, and describing inferences in the selections. Teachers also challenged students to brainstorm ways to identify words related to cause and effect.
Students will master content in writing and demonstrate grade level proficiency or higher and progress one year or more every year in writing.	Leadership interviews indicated that the writing program did not produce the desired level of proficiency for the school and thus the writing program has been revamped. The QSR team was unable to observe the effectiveness of the program.
Students will master the content in math and demonstrate increased academic achievement in math.	The QSR team observed a structured system in place to effect content mastery and increased academic achievement in math; the implementation of this strategy was consistent across the classrooms observed. Teachers used assessments directly related to the lesson at hand and there was a structured system of intervention and enrichment in place. Administrators indicated in focus groups that each Friday students are assessed for the objectives taught and based on these assessments are placed into groups for either intervention or enrichment. Classroom observations revealed that the teachers and students used content vocabulary throughout the lesson. Observations of the math classes revealed that students were encouraged to not only answer the questions posed but to explain their thought processes.
Students will demonstrate grade level proficiency or higher and progress one year or more every year in science.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will demonstrate high levels of attendance.	The QSR team noted that there were few vacant seats in the classrooms during the observations.
Students will demonstrate homework completion.	The QSR team observed that the school collects homework for all subjects in advisory periods before school. Leadership and staff interviews revealed that content must have been taught for the previous two days to being assigned to students as homework. The QSR team did not note any discussion of homework in classroom observations.

Goal as Identified by the School	Evidence
Students will consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability and Mastery) in their actions and interactions within the school community.	The QSR team observed that at the end of each class, teachers and students review DREAM values and determine whether the class demonstrated these values during class time. The teacher discusses each value and describes what the class did or did not do in each category. DREAM posters were prevalent throughout the building. In the student focus group, the students were able to define the DREAM values and discuss how they implement them throughout their days. In the classrooms observed, students were respectful to each other during class and used hand gestures to encourage their peers who were struggling to answer questions.
Parents/families will actively engage in their actions and interactions within the school community.	The QSR team neither looked for nor observed any evidence related to this goal.
Parents/families will demonstrate high satisfaction with the academic program.	The QSR team did not observe any evidence related to this goal, however, the parent coordinator indicated that parents participate monthly in Family Literacy Night, which is designed to help parents become better equipped to help their children in school.
The faculty and staff will demonstrate overall satisfaction with Achievement Prep.	The teacher focus group indicated that staff is very satisfied with Achievement Prep because the leadership team enables them to teach effectively; they cited student proficiency in reading and math as evidence of this. Staff also indicated that the administrators support them in the classroom by providing mentor teachers to assist them if necessary. Staff indicated that the school provides weekly and monthly professional development to improve instruction. The teacher focus group participants also said that they appreciate that the school culture and climate are deliberately developed based on faculty discussion and consensus. One example cited was student discipline: the entire staff discusses student discipline issues when they occur and based on consensus, rules are developed on how to handle the issues.

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 Achievement Prep is, "to prepare students in grades four through eight to excel as high-achieving scholars and leaders in high school, college, and beyond. We are committed to providing a safe, disciplined and achievement oriented school culture that fosters character development, leadership and perseverance." This is what PCSB staff and consultants looked for when visiting the classrooms, reviewing board minutes, and conducting the focus groups.

The focus groups revealed that administrators and staff have a clear understanding of the mission and goals of the school and have developed the academic program and culture to fulfill them. Classroom observations evidenced high academic standards and procedures implemented to ensure that the school achieves its mission and goals. The school has developed the DREAM ideals (Determination, Respect, Enthusiasm, Accountability, and Mastery) for students to elicit in their actions and interactions within the school community. DREAM posters were prevalent throughout the school during the QSR team's visits. The review team observed that at the end of each class, teachers and students reviewed the DREAM values to determine if the class exhibited these values during the class time. Classroom observations also noted that students and teachers are positive and respectful in their interactions with each other. Teachers encouraged students to probe deeper with responses and to persevere until finding the correct answers. Interviews with the leadership team and teachers revealed that lessons are standardized to foster the culture and academic expectations of the school. Class observations revealed that procedures and routines were consistently implemented. For example, teachers used countdowns to transition between activities, students used a hand gesture of wiggling their fingers when raising their hands to be called upon or other hand gestures to encourage or compliment their peers.

According to the teacher focus group participants, administrators support the mission of the school by providing continuous professional development to enable staff to provide high quality instruction and implement classroom procedures, which results in high academic achievement. The observation team noted that classrooms are named after universities. Students in focus groups could articulate the mission of the school and have set high standards of personal achievement. The administration supports the staff in determining the discipline management system of the school. Procedures and routines are established by staff consensus and the staff has weekly professional development sessions focused on school culture. The review team observed uniform implementation of the discipline practices in every classroom.

The building is clean with a safe and orderly environment. Students transition between classes in quiet single lines. Students are well disciplined; the QSR team did not observe any instructional time lost to disruptions due to student misbehavior. The QSR team noted DREAM values consistently implemented in all classrooms. The review team observed respectful and positive interactions between teachers and students. Students were also respectful towards their peers and celebrated their successes with claps, hand gestures, and mantras.

Board meeting minutes from the August 29, 2012 meeting indicate that the members of the board discussed their responsibility to provide resources to the school and to becoming active participants in school life. Staff indicated that the Board provides the resources they need to achieve student proficiency.

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

Every classroom observed was rated proficient or exemplary on every element of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Classroom observations indicated that teachers' interactions with students were positive and respectful. The level of respect was mutual for both teachers and students. Teachers were tactful and positive in giving feedback to students, even when making corrections. Teachers and students celebrated success by doing quick cheers, claps and mantras. The observers noted no disrespectful behavior among students.

Classroom observations indicated that teachers required students to speak in complete sentences when talking. In addition, teachers continually encouraged students to probe deeper to get to desired results. Teachers continually communicated the importance of learning and encouraged students to respond in more comprehensive ways that reflected students' knowledge and experiences. Lessons flowed smoothly and followed the posted agenda in the classrooms. Teachers posted goals for achievement in all classrooms.

Classroom observations revealed that routines and procedures were consistent in all classrooms resulting in smooth operations and efficient use of time. The QSR team's conversation with the teacher focus group indicated that routines are established in professional development sessions and developed by staff consensus. Classroom observations did not note any instructional time lost to unclear or poorly implemented procedures. Classroom observations indicated that teachers have established timing devices and attention signals for students to follow to maintain the flow of the lesson.

The same process is used to develop student behavior management procedures with similar high effectiveness. The language that the staff used in classroom interactions to manage behavior was the same in all classes. Observers witnessed no classrooms where student behavior interfered with or disrupted the learning process. Students in the focus group stated that teachers reward them for appropriate behavior and academic

achievement. The QSR team observed students' pictures posted throughout the school to celebrate academic and character successes. Students also stated that they understood the consequences for inappropriate behavior.

Classrooms were adequate for the population served. The arrangements of furniture supported the instructional activities within the classes. Students were able to easily move their desks to form different learning groups during the class period. The review team observed Smart boards in every classroom and that there was ample room in all classrooms for students to view the Smart boards.

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 situated 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 many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

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

Every classroom observed received a proficient or exemplary rating exemplary on Communicating with Students. Classroom observations revealed teachers expressing content in a clear and organized fashion. Teachers reinforced the oral presentation of their lesson content with visuals using the overhead projectors and lesson notes. Teachers used high-level vocabulary specific to the content at hand throughout the lessons.

Sixty-three percent of classrooms observed scored a proficient or exemplary rating on Using Questioning and Discussion Techniques. Teachers demonstrated a range of abilities in the use of questioning and discussion techniques. During the classroom observations, some teachers asked probing questions to help students arrive at the right answers and asked questions requiring critical thinking. In some classes, questions were limited to recall answers and there were limited opportunities for student inquiry and student to student interaction. The teaching model used at Achievement Prep for classroom instruction is the Gradual Release of Responsibility. This model calls for active teaching during the entire lesson.

Sixty-three percent of classrooms observed scored a proficient or exemplary rating on Engaging Students in Learning. During classroom observations, teachers provided whole class instruction. In some classes, most of the questions were asked by the teacher, but in other classes, students were asking each other questions. In some classes there was no evidence of student to student discourse and in some classes students transitioned into groups for independent activities. Student involvement in the lessons was limited to individual or choral responses to teachers' questions. In some classes there was more than one teacher who instructed individual or small groups of students.

In the classrooms observed, most teachers scored a proficient rating and a few scored an exemplary rating on Using Assessment with Instruction. Classroom observations revealed that teachers assessed frequently throughout the lesson for student understanding of the lesson content. Teachers used questions and prompts to determine an understanding of the lesson content. While students were working, the teachers circulated throughout the classrooms providing substantive feedback to the students. Other teachers used quick drills to check for understanding. In some classrooms, the QSR team observed teachers using exit tickets.

Ninety percent of classrooms observed scored a proficient or exemplary rating on Demonstrating Flexibility and Responsiveness. Classroom observations revealed that teachers readjusted the lessons when students indicated confusion or a lack of understanding. Observations also revealed that teachers checked for understanding throughout the lesson and clarified any misunderstandings about the content of the lesson. The QSR team observed that teachers identified students for differentiated instruction in an intervention block in the morning.

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

Classroom observations indicated that during whole class instruction, designated students are pulled from class for specific interventions. According to the focus groups, teachers test all students every Friday; students are identified for instruction in intervention classes for the next week based on the results of these tests. Observations of these classes revealed that students are grouped for instruction within the classrooms. Classroom observations also revealed special education teachers assisting students with assignments in their classes. Observers noted that in some classes there was more than one teacher. According to the school leaders, teachers are assigned to assist in classes where there is an academic and/or a classroom management need.

There are currently no English Language Learners enrolled at the school, thus the school's performance on this criterion was not assessed.

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

Focus groups with administrators and teachers revealed that professional development occurs during the summer months and throughout the school year. Every week, teachers plan for instruction and for ways to promote the school culture. These interviews further indicated that teachers meet with administrators for thirty minutes each week to review the week's lesson to ensure students assessments are applicable to the content taught that week and to determine whether teachers reached their goals for the week. Teachers receive seven full days of professional development during the school year.

Teacher focus groups revealed that the administration pairs novice teachers with mentor teachers to help the novice teachers acquire the necessary skills to become effective teachers and classroom managers. The mentor/mentee relationship does not formally end until the novice teachers become an effective Achievement Prep teacher, as determined by the administration.

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 safe and orderly. Security systems were in place and recognized by students and staff. Each floor of the building was secure and procedures were in place to maintain the safety of the school's population. The observed classrooms were clean and inviting. Students transitioned between classes in quiet lines and were well behaved in the classrooms. The student focus group indicated that they feel their teachers want them to achieve and care about them. The school celebrates student accomplishments with a paycheck system. Students understood the consequences for inappropriate behavior.