



April 25, 2013

Mr. Ralph F. Boyd, Jr., Board Chair
Center City Public Charter School – Shaw
711 N Street NW
Washington, DC 20001

Dear Mr. Boyd:

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 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 5-year Charter Review

Qualitative Site Review Report

On January 24 and February 6, 2013, a Qualitative Site Review team conducted on-site reviews of Center City Public Charter School – Shaw. 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, a parent event, 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 Center City PCS – Shaw. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Center City PCS is in compliance with its charter.

Sincerely,

A black rectangular redaction box covers the signature of Naomi DeVeaux.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes the goals and academic achievement expectations that Center City Public Charter School detailed in its charter and subsequent Accountability Plans. It also refers to the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will read and comprehend grade-level appropriate text in the core content areas.	The QSR team observed a 7 th grade literature class reading a text generally used for 4 th – 6 th grade. The team also observed that data walls and focus charts in the classrooms displayed students’ current progress towards academic growth.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	There was little evidence of grammatical errors from the students, either orally, in classes, and during the focus group, or written, in the posted student work and students expressed their ideas clearly.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	In classroom observations, most students practiced grade-level appropriate computation skills and used mathematical reasoning to solve problems. In one math class, the review team observed the teacher having students work through problems on the board and describe how they reached their answers.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The middle school science classroom was working on scientific literacy skills. The QSR team did not observe evidence of any inquiry-based research or experiential learning activities.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	<p>The team observed displays that addressed cultural events and the history of diverse populations. For example, there were:</p> <ul style="list-style-type: none"> • Black History month posters in the classrooms, • An art lesson focused on Latin American culture, and • A class discussion, in social studies, regarding the impact of economic, geographical, and political influence on urban areas <p>Teacher focus groups revealed information about the school planning a summer trip to the Dominican Republic. Students are expected to learn about global economics and humanities, and international language and culture, in efforts to bring them exposure and help them see other societies.</p>
Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.	In focus group conversations, the teaching staff and administrative team said they are focused on helping parents and students with identifying the academic requirements for acceptance into schools of choice. The QSR team did not observe assessment or other data related to students’ academic preparedness for high school.

Goal	Evidence
Campuses will be thriving communities of respectful and responsible learners.	Approximately 85% of the observed classrooms scored proficient or exemplary in the <i>Framework for Teaching</i> domain of Creating an Environment of Respect and Rapport. Teachers addressed students by name and there was polite and respectful interaction between teachers and students. During the QSR visit, administration and staff consistently monitored the hallways and the QSR team observed orderly transitions in common areas.
Students will perform regular and reflective community service consistent with the core values.	The QSR team noted that the school conducts quarterly service projects. In the focus groups, teachers, students, and administrators described the service projects. Each year, students complete capstone projects and four student-led projects. Some examples of service projects are canned food drive, mentoring younger students, coat drive, Toys-for-Tots, facilitating a Winter Fest, and creating a Santa’s Workshop with stations that students facilitated. According to the teacher focus group, “Service is seen as something you give to someone else, but also can be as simple as helping out your peers.”
Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.	<p>The administrator focus group revealed that the Center City PCS – Shaw campus, in connection with the Center City PCS central office, has worked to increase parental engagement. Parents are equipped with a ‘how to’ guide to assist their child. Students are expected to know their data, what level they are on, and what the data means.</p> <p>The QSR team observed two parent events at Center City PCS. At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event. Parents asked questions and were engaged at the meeting to fully understand the requirements to move from 8th grade to high school.</p> <p>The other meeting involved teachers sharing with parents the skills that students have learned to date as well as the class’s reading goals. In one of the kindergarten classes, the reading goal was stated as, “By February, we will be able to name 26 letters.” Parents reviewed their students’ work and set goals appropriate for their students’ development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.</p>

Goal	Evidence
<p>Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.</p>	<p>The QSR team noted that teachers in the focus group identified coaching and mentoring from other teachers in the school as a major support system for novice teachers. Administrative coaches are responsible for performing five observations per week to improve teaching and learning. Based on administrative focus group, the goal of the administrative observations is to use the acquired data as a basis for constructing teachers' individualized student support plans. In addition, administrators communicated that to assist with coaching and mentoring, veteran teachers presented during professional development sessions. The Center City PCS central office directs the professional development ("PD") for the whole LEA and included a three week training with AppleTree Early Learning PCS for Pre-K teachers and 2-4 weeks of pre-service professional development prior to the beginning of the school year.</p>
<p>Principals and academic deans will be instructional leaders.</p>	<p>Each member of the administrative team reported that the school provides consistent monitoring and support for teaching and learning. The administrative goal is to observe and provide feedback in five classrooms on a weekly basis. All of the administrators reported having recent classroom experience to support practical skill application.</p>
<p>Campuses will provide a safe and healthy environment that is conducive to learning.</p>	<p>During the student focus group, students stated that they feel safe at school. The school campus is a locked facility, located in a renovated church, with an intercom to enter the building.</p> <p>The school does not have a physical education teacher to assist with the goal of a healthy environment. According to the school's administrators, in lieu of a PE class, students and teachers participated in a "play work" program that reviews PE and health topics. As a class, students and teachers walk to the nearby recreation center for recess. However, some of the students reported that they felt unsafe at the recreation center because of loiterers in the area.</p>

Goal	Evidence
<p>The CCPS Board will provide effective policy guidance, governance, and support to school leaders.</p>	<p>During the Board meeting observed by PCSB staff, the Board appeared very knowledgeable about the school’s finances and academics. At the Board meeting, the PCSB staff noted that Board members asked intricate questions to understand how to increase the school’s Performance Management Framework (“PMF”) score. Moreover, the PCSB staff member observed that the central office seems to be honest when discussing academic and financial progress with the board.</p> <p>The QSR team noted that the Center City PCS Board hired Dr. Cornell West to come in and speak to the school, as well as any other interested school, about his book <u>War Against Parents</u>. The purpose for Dr. West’s talk was to address ways parents and schools can collaborate.</p> <p>Participants in the administration focus group described the Board as always willing to do things to get the school to the “next level.” The Board is working to increase parental involvement and to get parents involved in a three-part literacy campaign.</p>

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 Center City Public Charter School (Center City PCS) is to empower children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century. This is what PCSB staff and consultants looked for during their visits to the classrooms, a parent meeting, and a board meeting, and when conducting the focus groups.

The administrators said that this is a new leadership team for the school team and that most of the team have been with Center City PCS at other campuses. One of the core goals, as articulated by administrators, was that professional development is geared towards “who we are as a school and letting go of the past.” While not observed in the classrooms, teachers and administrators in the focus group stated that there is an emphasis on creating 21st century learners and instilling the value of leadership and service. The administrative focus groups revealed that there is an emphasis on getting kids to graduate from college and develop the skills necessary to be successful in school and beyond. Teacher focus group participants emphasized the role of the capstone yearlong project. The teachers stated that this project is an integral part of instilling the value of service and leadership. Some examples of Center City PCS – Shaw capstone projects include canned food drives, student-to-student mentoring, and organizing toys for tots programs.

Administrators stated that they serve as instructional leaders because “we all come from a place of support, we are alongside our teachers in that role - we partner, model, and we are in the same boat supporting each other.” The administrative focus group participants noted that at times teachers and administrators are indistinguishable from each other because the process is “very well integrated.” Administrators were observed circulating throughout the school building to observe and support teachers through transitions from one class to the next. However, approximately seventy-five percent of the middle school staff has not taught middle school before. Teachers and administrators both reported that lesson plan feedback analyzes and incorporates data into the lesson plans.

During the administrator focus, the leadership stated that teachers are given instructional guidance via Curriculum One Pagers (“COPs”), which were created by a taskforce to guide instruction. Every grade level and subject area in the school uses the COPs as a framework for what they do. Administrators in the focus group reported that the coaches look at lesson plans weekly, and provide feedback based on the Common Core State Standards for English language arts and math. This process is designed to ensure that teachers are teaching the strands that will be assessed. Administrators indicated that this correlates to the school goal to function as a data driven school, with each student having something akin to their own individualized learning plan.

Academically, administrators say the school mission is the guiding piece; data is then used to measure whether goals are being met. The district-wide goal for Center City PCS is to have 85% of students achieving their benchmark targets. However, the QSR team observed a 7th grade literature class reading from text generally used for 4th – 6th grade.

On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance Director (from central office) attended this meeting. Representatives from Friends of Choice in Urban Schools (FOCUS) and AppleTree PCS were also present. The focus of the meeting included a discussion about the following:

- Academics, governance, and finances, including finalizing three additional Board committees focused on these areas.

- The PCSB Performance Management Framework, which was explained by a FOCUS representative. The board members asked detailed questions about how to increase the points earned for each campus.
- An update regarding implementation of Apple Tree's pre-kindergarten curriculum for Center City PCS campuses. The Board stated that they aim to implement the curriculum through the second grade at all Center City PCS campuses.
- A budget update from the Regional Finance Director

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 teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately 85% of all classroom observations scored proficient or exemplary on elements of the Classroom Environments Rubric. This includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

The observation team concluded that most teachers effectively created an environment of respect in the classroom. In class, teachers addressed students by name and there was polite and respectful interaction between teachers and students. For example, one teacher referred to students as scholars. Another teacher addressed a student having trouble by saying privately, “Take a deep breath so you can learn.” During testing periods, students were quiet and mindful of the testing environment. However, in some classrooms teacher-student interactions were not always respectful. One teacher said to a student, “When I say you’re on a Level 2 don’t say anything to me—you deserve it.” In two different classrooms, the team observed students saying, “shut up” or “shut your mouth” to students.

Culture of Learning was the highest scoring element in the Classroom Environments Rubric. Ninety-three percent of all classroom observations scored proficient or exemplary in this area. The review team observed some instances where there were unclear expectations for the class, which made it difficult for students to show pride in their work. However, each classroom had a college/university-affiliated theme and there were positive signs posted in the hallways, including postings of the attendance goals and motivational signs (e.g., Integrity Avenue, Excellence Lane, etc.) The QSR team observed teachers referring to students with college/university themes, for example, “Okay, University of Maryland.” The team also observed students applauding other students sharing a project with the class.

The majority of teachers observed displayed at least proficient classroom management procedures. The review team observed seamless transitions between ‘Do Now’ activities and full group instruction. Transitions from the overhead projector were also seamless, with minimal loss in instructional time. In each observed classroom, students walked up to the observer, shook hands, introduced themselves, and explained the current lesson. The team saw students performing assigned roles in small group instruction. The classroom cleanups were fast and efficient. In addition, most students appeared to be engaged throughout the classroom observation period. During the classroom observations, some teachers

used SLANT¹ to keep children engaged and participating. Most of the teachers observed gave prompts and positive feedback to their students, and had posted objectives and clear expectations for the day's lesson. The objectives had to be copied into the student journals and reinforced by the student reading the objectives out loud. However, the QSR team noted some misbehavior that resulted from idle student time. The idle time occurred when no alternate activities were available after students finished classwork early.

Eighty-five percent of all classroom observations scored proficient or exemplary in Managing Student Behavior. The classroom rewards systems were posted on the wall and were observed to be used by the teachers. Most, if not all, of the students in the classroom observations appeared to be on task and engaging well with their peers. Many of the teachers moved through all areas of the room and monitored student progress, employing non-verbal signals to correct misbehavior. The team also observed teachers redirecting student misbehavior with a respectful manner and tone.

In regards to the Organization of Physical Space, the team concluded that the classrooms are geared towards learning and allow lessons to be implemented. During the observations, students quickly reconfigured their desks depending on the nature of the classroom activity. The classrooms were well-equipped rooms with colorful engaging spaces for learning, and accessible spaces for transitions. However, the team also noted that some classrooms with large numbers of students were extremely crowded. As a result of the classroom overcrowding, the review team observed difficulties with transitions in these classes. During the observations, the QSR team saw limited use of technology in all classrooms.

¹ SLANT refers to Sit up, Listen/Lean forward, Ask & Answer questions, Nod your head, and Track the teacher with your eyes.

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 sixty seven percent of classrooms observed were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Eighty percent of classrooms scored proficient or exemplary in the areas of Communicating with Students and Engaging Students in Learning. Most of the teachers observed explained the instructional content clearly and consistently. However, in some cases, observers noted that the explanation was procedural and without any enthusiasm or imagination. In addition, most directions were verbal but not written. As a result, some students were able to repeat the expectations and accurately describe what was expected, but many students were unclear despite having

just reviewed what was expected. During the classroom observations, most teachers made an effort to engage all students. For example, one teacher used popsicle sticks with students' names to ensure that all students participated. The team also observed students working in small groups and picking a student representative to record the group work. However, the QSR team also observed students that were minimally interested in the lesson with little notice or readjustment on the teachers' parts.

Approximately 50% of the classrooms observed scored below proficiency in the element of Using Questioning and Discussion Techniques. In some classes, there were no questioning and discussion techniques used at all. The QSR team observed some teachers making generic references to the whole group and called on the same students repeatedly. The team did observe some students explaining their work to the rest of the class with prompting and questioning by the teacher, as well as some teachers reviewing with the class to reinforce the concepts with probing questions. For example, some teachers used questions such as, "Why did you come up with that? Describe how." However, overall the classroom observations revealed insufficient use of questioning techniques.

In the area of Using Assessment in Instruction, approximately 60% of teachers observed scored proficient or exemplary on this section the rubric. In two of the classrooms observed, teachers gave a thumbs up/thumbs down to signal when a student had the right answer. Students were called to the board to demonstrate their understanding of the lesson by explaining it to the rest of the class. In addition, teachers circulated to monitor student learning, as well as using "Do Nows" and exit tickets to check for student understanding of content. The classroom observations revealed that some teachers monitored the progress of the class as a whole, but did not seek feedback or monitor students individually.

In Demonstrating Flexibility, 60% of the teachers observed scored proficient or exemplary. The QSR team noted some evidence regarding demonstrations of flexibility in classroom instruction. For example, one teacher finished the planned instruction early and then had students begin a new activity without any loss of instructional time. However, in some instances, teachers did not make adjustments for students who were not engaged in the class. Specifically, the team observed that some students were bored and not participating, and the teacher continued on with the lesson despite the lack of student participation.

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

According to the administration, one of the available interventions for students at risk of academic failure is a Writing and Research Center open from 11:45am to 1:30 pm. This Center serves as a “rescue class” that gives struggling students an opportunity to practice their academic skills. In some instances, specials teachers (e.g., art, music, dance, etc.) provided intervention support to students by assisting in their core academic classes. The observation team noted that each teacher had access to a shared Google Document used to track updates regarding 1) which teacher provided support to specific students, and 2) the progress that the child is making on their work/skills. The observation team observed an English language learner (ELL) instructor assisting classroom teachers by providing small group instruction.

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 Center City PCS central office directs the professional development (“PD”) for the whole LEA. At Center City PCS – Shaw, the administration stated that PD occurred throughout the week. In particular, Friday afternoons are used for PD because of the weekly early release schedule for that day. In the administrative focus group, leadership revealed that some teachers required additional support; these teachers may attend quarterly meetings for further, targeted assistance in addition to regular scheduled PD. Further, the administrative coaches are responsible for performing five observations per week to improve teaching and learning. Based on administrative focus group, the goal of the administrative observations is to use the acquired data as a basis for constructing teachers’ individualized student support plans.

Based on the teacher focus group, it appears that staff members assist each other where practical. For example, there are special education teachers who assist in co-planning with the English language arts teachers. The English Language Learner specialist also helped to co-teach and provided related services and counseling. Based on focus group reports, the observation team noted that academic deans and teachers helped with strategies and feedback during PD. Further, there are district-wide plans with all the grade bands. The available professional development also included a three week training with AppleTree Early Learning PCS for Pre-K teachers, and 2-4 weeks of pre-service professional development prior to the beginning of the school year.

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

During the site visits, most of the operational staff and teachers consistently supervised the classrooms and hallways. During the student focus group, most students said that they felt safe at school. Students also reported that pep rallies before the DC-CAS and Achievement Network assessments help to lighten the mood before testing. Students indicated that they feel safer in school than in the community. However, students and teachers must walk to a nearby recreation center for recess. Some students reported that they felt unsafe at the recreation center because of loiterers in that area. In addition, students in the focus group said that there are bullies in the school that scare some students. One student in the focus group mentioned gang activity. The QSR team noted that when students said they felt unsafe, it was often based on shootings in the community and people dying. One student in the focus group reported an item being stolen out of her backpack.