



April 25, 2013

Mr. Ralph F. Boyd, Jr., Board Chair  
Center City Public Charter School – Capitol Hill  
1503 East Capitol Street SE  
Washington, DC 20003

Dear Mr. Boyd:

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 for 5-year Charter Review

#### **Qualitative Site Review Report**

On February 6, 2013, a Qualitative Site Review team conducted on-site reviews of Center City Public Charter School –Capitol Hill (Center City-Capitol Hill). 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 – Capitol Hill. 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 box redacting 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 PCS 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 team observed students using the “Author’s Chair”, which students used to read, discuss, and apply the elements taught by the teacher. They are then given feedback about revisions they could make to help improve their work and to help them practice receiving constructive criticism. The QSR team did not observe particularly rigorous or challenging reading materials, but reading text observed was on grade level.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	Based on conversations with administrators and teachers, the review team learned that the school has a reading intervention called Study Island, which assists with reading skills. In Reading and English language arts classes, the QSR team observed students using computer labs to write reports. The students in the focus group displayed appropriate language conversations.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	The review team observed some teachers asking students probing questions and displaying higher-level thinking in math. Although, about half of the teachers in the observed math classes challenged and engaged students through questioning, the other half of math classes did not appear as rigorous or challenging.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The QSR team noted that the science class lacked a science lab. The classes appeared to have science stations that could be set up at students’ desks, though these were not in use during the QSR observations. Most questions observed in the science classes were student generated.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	The QSR team did not observe any evidence related to this goal.
Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.	Students told the review team that they did not feel prepared for high school, and they had a very narrow test-focused curriculum. During classroom observations, the review team saw only about half of the teachers asking rigorous, probing questions to academically challenge students. Also, not all students were engaged in the learning process in the classroom observations.
Campuses will be thriving communities of respectful and responsible learners.	The school holds a student led morning gathering where the review team observed students celebrating individual and school-wide accomplishments. In classes, students introduced themselves and welcomed the reviewers. In addition, students in the hallways said hello and offered to help reviewers with directions around the school. The review team also observed a student misbehaving that was told by another student to “behave like a Center City scholar.”

Goal	Evidence
<p>Students will perform regular and reflective community service consistent with the core values.</p>	<p>Conversations with students and teachers revealed that the school has a community service project for students to complete as part of the capstone project by the end of every year. While observers did not see evidence of the capstone project, the administrators stated the project contains six parts, including a book study, field trips, journals, multiple service projects, a research paper, and a reflection. According to the school administrators, each student is involved in the capstone project every year at Center City PCS – Capitol Hill.</p>
<p>Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.</p>	<p>The principal reported that the school offers academic parent teacher team meetings three times per year and individual parent conferences at the end of the year.</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. The administration let the parents know that school rules would apply to all graduation and end of the year activities and students would be monitored. 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 observed was 75 minutes in length and gave the teachers an opportunity to share all of 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>
<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>In the focus groups, teachers and administrators mentioned that there is time for collaborative planning. However, teachers indicated that they felt they are not given enough individualized professional development (PD) and that the PD calendar is designed to be school-wide and district-wide.</p>
<p>Principals and academic deans will be instructional leaders.</p>	<p>During the focus group, the administrators reported to the QSR team that academic deans conduct classroom observations, assist in PD, and evaluate lesson plans on a weekly basis to offer feedback to teachers.</p>
<p>Campuses will provide a safe and healthy environment that is conducive to learning.</p>	<p>The school appeared to be bright, clean, orderly, warm, and welcoming. However, some students in the focus group mentioned not feeling safe since last school year. The students mentioned that last year, a big stray dog walked into the lot, a random man walked into the school, and there was a shooting nearby, in addition to various burglaries.</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>

## 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
<b>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.</b>	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.
<b>The Board and school administrators govern and manage in a manner consistent with the school’s design and mission.</b>	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.
<b>The school’s curriculum and instruction are aligned with the school’s mission and educational goals.</b>	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.
<b>The school has met or is making progress toward meeting the educational goals of its charter.</b>	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 21<sup>st</sup> 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.

In classroom observations, the review team saw a clear contrast in the levels of teaching quality at the school. Teachers observed were either proficient or clearly struggling. In classrooms led by exemplary and proficient teachers, students were asked probing questions and the teachers appeared to be knowledgeable and understand the content. In one classroom, the teacher facilitated the entire lesson while students “taught” the class. However, weaker teachers seemed to be more focused on simple classroom management; for example, some teachers lost disciplinary control when they were underprepared and students completed tasks early or when they attempted to work in small groups and were focusing on only one group, leaving the others to work on their own. Other teachers were observed calling on the same student multiple times in a row rather than having other students attempt to answer the question. The QSR team concluded that there was no “middle ground” in the quality of instruction.

The principal of the schools was very knowledgeable the teachers’ strengths and weaknesses and was observed observing teachers. She walked the hallways, popped in and out of classrooms, and seemed to be guiding the school through a calculated process towards achievement.

The school’s curriculum appears to be aligned to the mission of offering a character component to the curriculum in addition to core subject areas. Components of the character curriculum were present in the hallways and classrooms as students respectfully greeted guests and introduced themselves. However, conversations with student in a focus group revealed that students had clear concerns about their safety in and around the school, stemming from incidents that occurred last year.

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 Apple Tree 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
<b>Creating an Environment of Respect and Rapport</b>	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.
<b>Establishing a Culture for Learning</b>	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.
<b>Managing Classroom Procedures</b>	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.
<b>Managing Student Behavior</b>	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.

<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Organizing Physical Space</b>	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 70% 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.

In most classrooms, the students were observed to be respectful and well behaved. The teachers were respectful towards students. Many teachers offered encouragement to students stating, for example, “read out loud and proud” to a student reading too quietly. However, observers also saw a fight break out in a classroom during the lesson and students being disrespectful to each other and the teacher and clearly off-task.

In most classrooms, the QSR team observed that student work was on display and that the board stated the objective and the “Do Now.”

In general, the review team saw established classroom routines. In a couple classrooms, the teachers skillfully facilitated instruction while students ran the lessons and did most of the “work”. The review team did observe a lack of space in the classrooms that seemed to inhibit students from following the established procedures, which resulted in lost instructional time. For example, in one classroom a teacher used various pieces of colored paper for students to hold up if they wanted to answer a question. Many students followed the teacher’s instruction, but there were numerous students who called out answers and ignored the directive to raise the colored paper to give an answer. In another classroom, students were off-task for the entire review, as the teacher waited to transition to an elective.

The team noted further problems with Managing Classroom Procedures. In some classes, students were observed talking over the teacher and they were not on task. The review team observed some teachers responding inconsistently to misbehavior and achieving inconsistent results. In the classes scoring proficient or exemplary, teachers were able to gently redirect or commend appropriate behavior using a rewards system.

In regard to the Organization of Physical Space, the team saw a floater teacher that did not have enough space for class instruction because of the cart with supplies that she wheeled from class to class. However, the QSR team indicated that the classrooms were mostly bright, spacious, well

organized, and decorated with student work and school values. Some classroom walls displayed expectations of honor and classroom behavior. The hallways were also decorated with student work and school values and one classroom was so brightly decorated to look like a jungle, it was inspiring.

## INSTRUCTIONAL DELIVERY

*This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.*

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Communicating with Students</b>	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.
<b>Using Questioning and Discussion Techniques</b>	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.
<b>Engaging Students in Learning</b>	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.

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Using Assessment in Instruction</b>	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.
<b>Demonstrating Flexibility and Responsiveness</b>	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 66% of classrooms 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.

The QSR team noted that classroom observations revealed two poles of instructional delivery. On the one hand, some teachers were exemplary or proficient, while on the other the teachers were clearly struggling. The team did not observe any classes that fell in a “middle-ground.” Accordingly, this QSR report highlights what the review team observed to be the strengths of the stronger group of teachers and the areas where other teachers showed signs of struggling.

The QSR team observed this dichotomy in both Communicating with Students and Engaging Students in Learning. The stronger teachers communicated their expectations and the classroom objectives to students verbally and in writing on the board. In these classes, students were often engaged. These higher performing teachers gave students positive reinforcement. Some teachers used aids, such as M&Ms in a math lesson, to engage students.

In some classrooms, however, even when clearly established routines seemed to be present, students remained off task. In many struggling classrooms, teachers had issues keeping students focused and on task. In these classrooms, the review team observed some teachers calling on the same students repeatedly.

Highly performing teachers led discussion effectively using good questioning and discussion techniques. These teachers were observed asking students to explain their answers and attempted to engage all students. However, many teachers that scored below proficiency did not ensure that students were engaged in discussion or were able to answer questions. A small percentage of teachers, overall, interacted with students through questioning and engaged students through their thoughtful responses.

The observers saw teachers that struggled to get a response from the class when posing questions to the group as a whole. The review team noted that in these instances, the teachers did not adapt the lesson if students were having difficulty. However, in one classroom, the review team saw a teacher using targeted questions to assess learning. Teachers walked around the classroom to monitor student work when students worked in groups.

The QSR team did not review teachers' lesson plans in advance and thus was unable to compare observed instruction to lesson plans. As such, the team could not identify adjustments based on student needs and cannot assess the school's performance on the Flexibility and Responsiveness element of the rubric.

## 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
<b>The school has strategies in place to meet the needs of students at risk of academic failure.</b>	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.
<b>The school has strategies in place to meet the needs of English Language Learners ("ELLs").</b>	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

Based on their teacher focus groups and classroom observations, the review team determined that differentiated instruction is offered to meet the needs of students at risk of academic failure, as well as for ELLs. However, in the observations, only about half of the teachers who were observed differentiated their lessons. The review team also observed co-teaching in rooms with special education students. Teachers in the focus group confirmed this model of teaching for the special education students. The teachers observed used a variety of instructional strategies and modalities in the co-teaching classrooms.

## 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
<b>Time is made available throughout the year.</b>	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.
<b>Extra support is in place for novice teachers.</b>	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

Based on conversations with teachers and administrators during the focus groups, the QSR team learned that the Center City PCS central office creates a professional development (PD) calendar. The administration distributes the calendar to staff at the beginning of the year to schedule campus-wide and district-wide PD. The teaching staff submits lesson plans to vice principals for review. In addition, vice principals sit in on the classes offer the teachers notes and advice.

The administrators reported that most PD is provided to teachers as a group, and is performed every Friday. The teacher focus group revealed that there are no extra supports for novice teachers. Like other teachers, novice teachers receive feedback on their performance, but there are no additional supports for them or for teachers struggling in a particular PD area. The QSR team learned that additional support for these teachers must be sought out elsewhere in the teacher's free time.

## 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
<b>The school is a safe and orderly learning environment.</b>	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 team observed that transitions between classes were generally orderly. In some cases, observers saw students behaving rambunctiously in anticipation of dismissal. Most classrooms appeared to be organized and safe. However, the team did see a fight break out in one classroom. A student in the focus group commented that there are detentions for minor infractions. A student focus group participant also commented that a lot of people not affiliated with the school are seen to just walk into the parking lot. Moreover, based on information from students in the focus group, some students continue to feel unsafe, as they did last year. A student told the review team that last year a big stray dog walked into the lot, a random man walked into the school, and there was a shooting nearby, in addition to various burglaries.