



April 25, 2013

Mr. Ralph F. Boyd, Jr., Board Chair
Center City Public Charter School – Brightwood
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 for 5-year Charter Review

Qualitative Site Review Report

On October 30th and November 8th, a Qualitative Site Review team conducted on-site reviews of Center City PCS – Brightwood. 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 – Brightwood. 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 covering the signature of Naomi DeVeaux.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Center City PCS’s 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	Evidence
<p>Students will read and comprehend grade-level appropriate text in the core content areas.</p>	<p>During the teacher and administrative focus groups, the staff discussed the transition to the Common Core State Standards (“CCSS”) for the current school year. This includes the planning for and use of complex texts to support the core content areas. During the teacher focus group, the teachers also shared that they provided students with a broad range of texts across different genres. During the classroom observations, the team observed the use of a grade-level text being used to support a poetry unit in an English/Language Arts class. In another observation, a teacher explicitly taught Tier 2 words (academic vocabulary) to support the understanding of grade-level texts.</p>
<p>Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.</p>	<p>In classroom observations, the QSR team noted evidence of the school working towards the goal for students becoming effective oral and written communicators. In one classroom, the teacher was seen using a writing strategy called RAFT (Role, Audience, Form, Topic) to ensure that students produced good writing samples. In a science class, the teacher used higher-order thinking questions to extend the students’ discussion about what they were learning. The teacher allowed several students sufficient time to answer to assess a variety of learners in the class. In another classroom, the teacher told her students things such as “be prepared to share”; “whisper to your partner”; “talk to each other about…” to foster student discussion. She provided feedback to the students while she circled the classroom and listened to the students’ conversations.</p>
<p>Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.</p>	<p>Students were seen completing grade-level computation skills and concepts, specifically finding percent change and converting decimals to a percent. During one of the math classroom observations, students were asked to explain their work orally to the class as well as a partner on multiple occasions. The teacher also differentiated the math lesson to provide small group instruction to students who needed additional support with the concepts, while the rest of the students completed exercises independently.</p>
<p>Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.</p>	<p>The QSR team did not report any evidence related to this goal.</p>

Goal	Evidence
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	The QSR team did not report 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.	The QSR team did not report any evidence related to this goal.
Campuses will be thriving communities of respectful and responsible learners. Students will perform regular and reflective community service consistent with the core values.	<p>Seventy-five percent of classrooms observed were proficient or exemplary at creating environments of respect and four-fifths of classrooms were proficient or exemplary at creating a strong culture of learning. Students and teachers used respectful language and treated one another's contributions to classroom discussion with respect. In nearly all of the classrooms, the expectations for learning were clearly aligned with learning activities. The learning outcomes were posted and conveyed to students at the start of the lesson. Nearly all of the classrooms observed had 100% of students engaged in the lesson. One student asked the teacher if the class could display their essays in the hallway in order for everyone to see them.</p> <p>The QSR team did not report any evidence related to students performing community service.</p>
Students will perform regular and reflective community service consistent with the core values.	According to administration, each Center City Campus designs a Capstone Project to be completed by each classroom. The Capstone Project includes a book study, field trips, journals, multiple service projects, research paper, and reflection. Through this process, all students at Center City are exposed to consistent and reflective community service. At the time of the visit to this campus, the focus of the community service projects had not been established school wide.

Goal	Evidence
<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>During the teacher and administrative focus groups, the staff reported that teachers participate in grade-level, district-wide professional development. District-wide professional development is offered once or twice per month, according to the teachers and administration. The teachers reported that the school has focused on a partnership with Project GLAD, Guided Language Acquisition Design, which focuses on language acquisition and literacy. The teachers also shared several of the strategies learned during this professional development session and how they are implemented within the curriculum. Teachers have spent a significant amount of time learning the CCSS and revising their curriculum.</p>
<p>Principals and academic deans will be instructional leaders.</p>	<p>The leadership team is assigned weekly observation schedules and provides regular feedback to teachers on their individual caseloads. During the site visit, the QSR team observed several teachers being observed by the principal and academic deans. During the teacher focus group, the teachers shared that they appreciated the instructional support of the newly hired academic deans. They also commented that they are regularly observed by the instructional leadership team and appreciate the real-time feedback. This includes support with lesson planning and modeling classroom lessons. The academic deans also teach intervention blocks to ensure that all students are receiving appropriate individualized instruction, including more challenging material for gifted students.</p>

Goal	Evidence
Campuses will provide a safe and healthy environment that is conducive to learning.	During the student and teacher focus groups, the students and teachers reported that the school is a safe learning environment. The students said that they have not had any issues with the school culture this year. During the observation, the hallways were always quiet and there were minimal disruptions within any of the classrooms.
The CCPS Board will provide effective policy guidance, governance, and support to school leaders.	<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
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 the Center City Public Charter School 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 when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

Eighty-three percent of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric. The observation team saw excellent student behavior during nearly every observation. In most classrooms, students were cognitively engaged in the lesson and eager to participate and answer questions posed by the teacher. During the student focus group, the students were able to share the school's mission and what it meant to be citizens of the 21st century. During a parent meeting, the QSR team observed the teachers training parents on how to reinforce the skills learned in school at home as well as how to set individual goals for their students.

During the classroom observations, the team noticed the use of the CCSS in classrooms. The learning objectives and CCSS standards being taught were posted on the board and often read aloud by the teachers or the students. During the teacher and admin focus group, the school discussed their partnership with the Achievement Network (ANet) to ensure that the curriculum, instruction, and assessments are aligned to grade-level standards.

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 the meeting. Representatives from FOCUS and Apple Tree were also present. The focus of the meeting included a discussion about the following:

- Academics, governance, and finances were the central topic.
- A FOCUS representative provided a detailed report of the PCSB PMF, and the board members asked detailed questions about how to increase the points received for each campus.
- An update regarding implementation of Apple Tree's pre-kindergarten curriculum for Center City Schools. The Board stated that they aim to implement the curriculum through the second grade at all Center City schools.
- A budget update from the Regional Finance Director
- Finalizing three Board Committees: governance, academics, and finance.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

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

Classroom Environments Summary

Eighty-three percent of all classroom observations scored proficient or exemplary on elements 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.

Approximately seventy-five percent of all classroom observations scored proficient or exemplary in creating an environment of respect. The QSR team observed respectful and polite interactions between teachers and students throughout the visit. Several of the classrooms had student greeters who welcomed guests into the class and shared what the learning objective was for the day. There were also several instances where teachers individually greeted each student before they walked into the classroom.

Approximately ninety percent of all classroom observations scored proficient or exemplary in establishing a culture of learning. The objectives for learning were posted in nearly all of the classrooms and the QSR team also noted that most learning activities were aligned to the objective. There was student work posted throughout the school building and within the classrooms, promoting a culture of learning throughout the school.

Approximately eighty percent of all classroom observations scored proficient or exemplary in managing classroom procedures. Nearly all of the transitions observed were quick and silent. The teachers used grouping, claps, cues and signals to keep students focused and to minimize wasted time during instruction. Several of the student groups were organized using creative naming conventions. The teachers consistently used positive language with the students and the students responded positively to the transitions throughout the day.

Approximately seventy-five percent of all classroom observations scored proficient or exemplary in managing student behavior. Most of the classrooms had posted behavior expectations and consequences posted. The teachers reinforced positive behavior by making comments such as, “that group is a scholar group.” The students were aware of the clear standards of conduct as evidenced in the classroom and student focus groups. The teachers also regularly recognized students who were on task in several of the classrooms.

In organizing physical space, approximately ninety-four percent of all classroom observations scored proficient or exemplary. Most of the classrooms arranged the students in table groups of four to five students. The resources were organized well in most classrooms, still leaving room for learning centers, whole group activities, technology, and student cubbies. Overall, most of the physical spaces in the classrooms were organized well.

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 three-quarters 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.

Approximately seventy-five percent of all classroom observations scored proficient or exemplary on communicating with students. The teachers spoke clearly to the students and used language that was appropriately leveled for their students. In one of the classrooms, the teacher focused on the origin of the words to help students understand the meaning. The teacher often asked students to repeat the directions for clarity of the lesson

activity. In another classroom, the class focused heavily on vocabulary discussion with repeated exposure and connections made to the text that they were reading.

Approximately 60% of all classroom observations scored proficient or exemplary in their use of questioning and discussion techniques. During some of the classroom observations, the team observed higher-level thinking questions used to probe student understanding of a text. There were also some classes where the teacher asked students to compare and contrast facts and make predictions about the text that they were reading. The team also observed several instances of teachers effectively using wait time. The team observed few student-led activities during the classroom visits and, in some cases, teachers asked the majority of questions, most of which had simple “yes” or “no” answers. There were some classes observed where there was no student discussion within the thirty minute observation.

In engaging students in learning, approximately 80% of all classrooms observed scored proficient or exemplary. There was a high level of student engagement observed in a variety of classes. The teachers used a variety of strategies to engage students in learning. The teachers modeled their expectations for learning, allowed the students to be resources for one another, scaffolded the material to deepen student understanding, and used a variety of visuals during the lessons.

Approximately 75% of all classroom observations scored proficient or exemplary in using assessment in instruction. The team observed several assessment strategies used by the teachers. In one lesson, the teacher used a spreadsheet as she checked off skills that students mastered independently. Another teacher recorded all of the students’ answers and reviewed them during a later part of the lesson. Several teachers also used discussion and probing techniques to gauge students’ learning.

Approximately 70% of all classroom observations scored proficient or exemplary in demonstrating flexibility. During one of the classroom observations, the teacher helped a student understand a non-fiction text after the student was confused. Another teacher gave a student multiple choice answers to help when they could not answer a question correctly. Another teacher reinforced key vocabulary during a lesson after it caused students’ confusion.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The school has started intervention groups for higher level reading and math students to increase the rigor of the academic program. During the student focus group, the students mentioned that these groups are organized based on the students' interim assessment scores. These groups occur daily, are homogeneously grouped and benefit all students at their math/reading levels.

There are currently three full time teachers and one part time teacher dedicated to the English Language Learners ("ELLs") in the school. As mentioned earlier, the teachers have been taking part in GLAD trainings to improve their classroom strategies for ELLs. Several of these strategies (repetition of facts, process charts, and pictorials) were observed during the classroom observations. During the teacher and student focus group, both groups mentioned the adequate amount of academic resources provided by the school. They also requested additional technological resources, specifically computers.

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

During the teacher focus groups, the staff commented on the high quality of learning during the district-wide professional development days. During the admin and teacher focus groups, the staff discussed the focus on GLADD training and CCSS. The teachers were also provided with half-day planning to align the curriculum to the CCSS. There was no evidence reported of specific support or mentoring for new teachers.

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 observation team noted a welcoming, calm learning environment during the scheduled and unscheduled observations. During the student focus group, the students reported feeling safe and also commented on the routines and rituals in place. The students said in the focus group that they appreciated being rewarded and recognized by the staff for making positive choices on a regular basis.