



DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

April 2, 2013

Kathy Bihr, Board Chair  
Cesar Chavez PCS – Chavez Prep  
709 12<sup>th</sup> Street, SE  
Washington, DC 20003

Dear Ms. Bihr:

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 15-year Charter Renewal

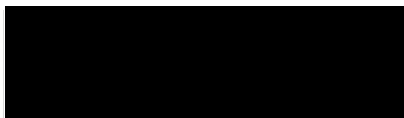
**Qualitative Site Review Report**

On October 17 and 25, 2012, a Qualitative Site Review team conducted on-site reviews of César Chávez Public Charter School - Chávez Prep (“Chávez Prep”) campus. The purpose of the site review is for PCSB to gauge the extent to which the school’s goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team’s report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school’s charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

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

Sincerely,



Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## CHARTER GOALS

This table summarizes the goals that César Chávez Public Charter School contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal as Identified by the School	Evidence
Students will demonstrate mastery of the public policy curriculum at Chávez.	In focus groups, teachers and administrators discussed how public policy was integrated into the standard curriculum through concepts of empowerment, freedom, and equality. The QSR team did not observe any lessons where the primary topic was public policy.
Students will demonstrate mastery of core academic material.	<p>Observations in several classes revealed classroom cultures of shared control, professional behavior, and students taking responsibility for learning, including through self-assessment. In the majority of classes observed, the QSR team observed classroom focus on 21<sup>st</sup> century skills, such as problem-solving, collaboration, and technological competency.</p> <p>In the October board meeting, the Chávez Board acknowledged Chávez Prep’s status as a Tier 1 school and expressed the internal goal that all Chávez schools to be Tier 1 within 5 years. There was inquiry about Chávez Prep’s lower DC-CAS scores for reading relative to math scores; the Board expressed a willingness to provide money and additional supports for programming and staffing to improve student achievement.</p>
Students will demonstrate regular attendance at school.	Classrooms appeared to be full with few desks empty on the qualitative site visit.
The Chávez school will achieve a high reenrollment rate.	The QSR team did not observe any evidence related to this goal.
Over 85% of students will meet graduation requirements within five years.	This goal is not applicable to the Chávez Prep campus.
Chávez PCS students will be accepted into a post-secondary 2 or 4 year institution.	Focus groups with administrators, teachers, and students indicated that the expectation is that all students will attend college.
Chávez parents will be active and engaged in their student’s education and in the life of the school.	The QSR team did not observe any evidence related to this goal.

<b>Goal as Identified by the School</b>	<b>Evidence</b>
Chavez students will be able to read at the grade appropriate level.	<p>The QSR team did not review student achievement data and thus cannot speak to students' literacy levels.</p> <p>The review of 2012 test scores at the October board meeting revealed that Chávez Prep students scored much higher in math on the DC-CAS than reading. Teacher and administrator focus groups indicated that improving reading is a priority and reading instruction was integrated across all disciplines. The team observed an emphasis on literacy in science, math, and social studies classes.</p>
Chávez students will make a year or more of progress on the SAT-9 Math test, as measured by NCE gains. (Updated assessment: DC-CAS)	<p>The QSR team did not review student achievement data and thus cannot speak to students' mathematics mastery.</p> <p>As stated above, the review of 2012 DC-CAS scores at the October Chávez Board meeting revealed that Chávez Prep students scored much higher in math on the DC-CAS than reading. This goal was not assessed as part of the QSR but has been assessed through the PMF.</p>
AP Performance	This goal is not applicable to the Chávez Prep campus.
Students will attain competitive scores on the SAT.	This goal is not applicable to the Chávez Prep campus.
PSAT Performance	The QSR team did not observe any evidence related to this goal. However, during the first site visit, the QSR team was unable to observe ninth grade classes because, according to the school administrators, the ninth graders were preparing for the PSAT exam.

## 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 César Chávez Public Charter School is to challenge students with a rigorous curriculum that fosters citizenship and prepares them to excel in college and life. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and the focus groups.

Chávez Prep serves students in 6<sup>th</sup> through 9<sup>th</sup> grade and, holding a Tier 1 rank on the 2011-12 Performance Management Framework, is the highest performing campus in the Chávez Public Charter School system. Through focus groups and classroom observations, the Qualitative Site Review (QSR) team observed the school's focus on developing 21<sup>st</sup> century skills for problem-solving, collaboration, and technology; these principles were clearly displayed in instruction, teacher and student interactions, and professional development activities initiated by the school as well as the central office. The site review team saw objective boards, lesson plans, displays of student work, and motivational statements in classrooms and hallways that promoted going to college. Teachers identify classrooms by university names rather than room numbers and in some cases, the class was referred to by the university's team name.

It was evident that 21st century skills have been integrated into the curriculum, which is aligned to the Common Core State Standards. Instruction, using small groups of students working together on projects, class assignments, or computers, integrates 21<sup>st</sup> century skills to facilitate assimilation of these skills throughout the curriculum, even in classes targeted to struggling students. Teachers use data to plan for instruction. There are biweekly team data meetings and the administration provides professional development to increase teachers' capacity to determine 'causality' for students not mastering content.

The Chávez Board of Trustees met on October 12, 2012. The Managing Director updated the Board on the re-accreditation review by the American Academy of Liberal Education. In the academic update for the Board, the school's Chief Academic Officer reviewed academic outcomes for each campus against the goals for the 2011-12 school year. They discussed DC-CAS as well as PMF results; the Board went on to discuss differences in campus outcomes and how Chávez schools could improve reading scores in the same way they have math scores. The Chief Operation Officer answered Board questions about the scoring of the PMF, particularly the Median Growth Percentile. The Board discussed teacher quality, including a dialogue about moving strong teachers to weaker campuses, teacher recruitment and retention, and salaries. The Board discussed how "other professions pay what they need to pay to get the best" and that Chávez should consider this. Other items included curriculum revision and the Common Core State Standards, special education, college acceptance, and retention. The board set a goal that all Chávez schools would be in Tier 1 within five years – they believe that there is no point in having a charter sector if they were just going to be average.

The board approved two candidates for Board membership. Financial issues were discussed, as well as the PCSB Board vote regarding closing single campuses instead of the entire charter.

## CLASSROOM ENVIRONMENTS

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

<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<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 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.
<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 65% 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.

In 74% of the classrooms observed, there was a strong environment of respect between and among students and teachers. The team often heard students and teachers using “please” and “thank you” in initiation and response to requests, and teachers used respectful language when redirecting student behavior.

Most teachers observed were rated proficient in Establishing a Culture of Learning. The QSR team observed teachers clearly setting expectations for students’ learning. Some teachers expressed pride in students’ accomplishments and excitement for learning. In some cases, the QSR team observed some students helping each other complete assignments.

Most classrooms observed students adhering to clear classroom procedures. Teachers used cues, like counting down, chants, clocks, and noise meters to manage classroom behavior and instructional transitions. Almost all students had the materials necessary for the lessons. In one case, the QSR team observed students automatically moving to do independent reading when they finished their warm up exercise early.

Although observations indicated that redirection of inappropriate student behavior was done respectfully, there were several classrooms where strategies used to manage student behavior had uneven results, causing loss of instructional time.

Teachers identified classrooms by college rather than room number. Classrooms were large, bright, and allowed for various grouping arrangements. Many classrooms had displays including student work, classroom standards, and class agendas. Students used computers individually and in small groups; motivational posters were posted throughout the building.

## 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**

Slightly less than half of classrooms were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction and Demonstrating Flexibility.

The team found expectations for student activities well organized, established, and reinforced. Teachers clearly communicated lesson objectives to students in most of the classrooms observed.

Often teacher-generated discussion did not involve all students. Teachers in most classrooms used questioning to determine fact acquisition; the questions were generally low-level recall questions.

In several observations, students worked cooperatively in small groups, discussing tasks, asking questions, and assisting each other. In some classes, teachers grouped students by ability based on math and reading performance. In a few classes, it appeared that students were not prepared for the level of skill necessary to complete the assignment, redirecting a disproportional amount of teacher attention from the entire class. Teachers incorporated student choice into assignments and this was evident in several observations. Teachers allowed students to select materials that reflected their interests, and could choose to work in groups or independently.

The teachers observed were inconsistent in their use of assessment in instruction. Some teachers used questioning techniques to elicit evidence of student understanding and some circulated the room and monitored students individually. In some cases, teachers proceeded with activities before students were prepared to complete the exercises effectively.

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

Teachers and school leaders indicated that the school has several programs to meet the needs of struggling students and English Language Learners (ELLs). According to these staff, students are grouped by ability level based on reading and math proficiency where they can more readily get additional support, either remedial or advanced, in the classroom. ELLs are pulled out for individualized instruction and the ELL teacher also works with students in the classroom. Teachers reported that they turn in a syllabus each week that includes plans for supporting ELLs and struggling students. There is an academic support teacher for every grade level, a homework lab, and a coaches' corner. Weekly meetings for special education and ELL teachers provide time to plan for co-teaching assignments. Additionally, the staff reported that Chávez PCS provides a three week summer professional development institute that focuses on instructional practice. There are also weekly meetings for planning and co-teaching for special education and ELL teachers.

## 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

Focus group meetings with teachers and administrators indicated that professional development opportunities were offered by the Chávez PCS central office and by the Chávez Prep school. The district's three week summer institute provided training on Common Core State Standards, Next Generation Assessments, Critical Thinking Tools from the Foundation for Critical Thinking, Understanding by Design, revised Bloom's Taxonomy, and Effective Objectives and Aligned Instruction. Individual campus leaders received additional professional development on implementing the topics from the summer institute at their individual campuses. Teachers and school leaders were also trained to integrate public policy themes horizontally and vertically throughout the curriculum. School-based professional development offered at the summer institute is continued on a weekly basis throughout the school year. In addition, the staff at Chávez Prep meets for two hours every Wednesday and Friday for professional development for individual disciplines and grade levels.

According to the focus groups, mentor teachers work with new and struggling teachers and time is scheduled to facilitate collaboration. New teacher professional development sessions focus on school culture and instructional practice.

## 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

In focus groups, teachers and students reported satisfaction with the school. Teachers responded favorably when asked about school climate: morale is high, there is a positive atmosphere, and they feel that they are in a professional learning community. They said that they feel supported by the administration and their colleagues. There is an “all hands on deck” spirit that fosters collegiality. Students reported that they love the school. All participants in the student focus group could articulate the mission of the school, they said that they like and respect their teachers, and that they enjoy the school’s recognition for their achievements with dances, parties, and additional “prep points” for the school store.

Teachers and students alike could clearly articulate the school discipline policy. Students earn “prep points” and “demerits” individually or as a group. The QSR team observed this school-wide behavior policy in several classes.