



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 2, 2013

Kathy Bihr

César Chávez Public Charter School for Public Policy - Parkside High School
3701 Hayes Street NE
Washington, DC 20019

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 18 and 25, 2012, a Qualitative Site Review team conducted on-site reviews of César Chávez Public Charter School for Public Policy – Parkside High School (Chávez PCS – Parkside HS). 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 Chávez PCS – Parkside HS. 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 AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes César Chávez 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
Students will demonstrate mastery of the public policy curriculum at Chávez.	<p>The QSR team did not observe evidence related to this goal.</p> <p>However, the school administration stated that high school students are required to complete a capstone project with a public policy focus and take a course called Foundations in Public Policy. Administrators also said that the central office has instituted a Public Policy and Curriculum Alignment Department to integrate public policy themes throughout the curriculum. To fulfill a graduation requirement, students are required to identify a problem in their community, conduct research, and produce a policy solution that culminates in a thesis paper.</p>
Students will demonstrate mastery of core academic material.	<p>The QSR review neither observed nor looked for evidence related to this goal.</p> <p>However, during Chávez PCS’s October Board of Trustees meeting, the Board expressed the desire for all Chávez schools to be Tier 1 and its hopes to accomplish this in five years. The school has added additional human and material resources to increase students’ academic achievement, particularly in reading and math. Chávez PCS – Parkside HS participates in the Achievement Network consortium and implements a variety of assessments to assess student mastery in the core subject areas. In the administrator focus group, staff discussed the additional supports the school has implemented to ensure students are progressing in skill acquisition and mastery, including READ 180 and professional development on teaching reading at the high school level through content.</p>
Students will demonstrate regular attendance at school.	The QSR review neither observed nor looked for evidence related to this goal.
The Chávez school will achieve a high reenrollment rate.	In introducing themselves to the QSR team, most of the randomly selected participants in the student focus group indicated that they had attended Chávez PCS – Parkside HS the previous year.
Over 85% of students will meet graduation requirements within five years.	The school places emphasis on the successful completion of high school with the goal of attending post-secondary institutions of learning. There were artifacts about colleges and universities displayed in classrooms and hallways. The QSR team observed students and teachers engaging in discussions and reviewing assignments related to college during College Prep Advisories.

Goal	Evidence
Chávez students will be accepted into a post-secondary 2 or 4 year institution.	The QSR team observed the College Prep Advisories that the administration said are designed to “motivate and assist students as they develop post-secondary higher education plans with the ultimate goal of students having the necessary skills to not only receive admission to but be successful in college once they graduate from Chávez.” During a focus group, students expressed the expectation and desire to go to college. The school has also expanded its college guidance department so that there are two counselors, one for 9th and 10th grades and another for 11th and 12th grades.
Chávez parents will be active and engaged in their student’s and in the life of the school.	A parent event was not observed at this campus. The QSR team neither looked for nor observed any evidence related to this goal.
Students will be able to read at the grade appropriate level.	A review of the test scores from last year at the October Board meeting revealed that students at Parkside HS scored much higher in math on the DC-CAS than in reading. The Board is committed to working with the staff at Parkside HS to improve the quality of reading instruction.
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)	The QSR team neither looked for nor observed any evidence related to this goal.
AP Performance: Over 40% of students will take at least once Advanced Placement course before graduating.	During the focus group, the administration stated Chávez PCS – Parkside HS has added additional advanced placement course offerings.
Students will attain competitive scores on the SAT.	The QSR team neither looked for nor observed any evidence related to this goal.
PSAT Performance	The QSR team neither looked for nor observed any evidence related to this goal.

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 César Chávez Public Charter School for Public Policy 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 classrooms, attending a board meeting, and conducting the focus groups.

During the classroom observations, the Qualitative Site Review team noted that in all classrooms and hallways, posters and other artifacts reflecting colleges and universities were visible and incorporated into some of the class discussions. In most classrooms, teachers reminded students that they were to act and work in a manner represented by the school's behavior standards, PAR – Professional, Actively engaged, and Respectful at all times. Teachers and administrators indicated that there is an ongoing emphasis on and inclusion of the public policy program in all classes. During classroom observations, the review team noted only 15% of classrooms were engaged in work related to public policy. The administration and instructional staff are committed to providing for the students a rigorous and challenging curriculum, which prepares them for the next step in their educational career; the Board supports that goal with programming and staffing.

PCSB attended a Chávez PCS Board of Trustees on October 12, 2012. Seven out of the 12 members were in attendance, which comprised a quorum. Also in attendance were the Managing Director and Chief Operating Officer. Discussion at the meeting centered on academics, governance, and finances. 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. DC-CAS scores and Performance Management Framework (“PMF”) results were discussed and a discussion ensued regarding difference in campus outcomes and how Chávez schools could improve math scores similar to reading. The Chief Operating Officer answered board questions about the scoring of the PMF, most particularly the Median Growth Percentile. Teacher quality was also discussed, initiating a dialogue about moving strong teachers to weaker campuses, teacher recruitment and retention, and salaries. An analogy was shared about how “other professions pay what they need to pay to get the best” and that Chávez should consider this. Other discussion items included curriculum revision and the Common Core State Standards, special education, and college acceptance and retention. The board set a goal that all Chávez schools would be in Tier 1 within five years – “there's no point in having a charter sector if we are just going to be average.”

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 include Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior and Organization of Physical Space.

In 80% of the classrooms observed, there was a strong environment of respect between and among students and teachers as evinced by the use of common language such as "please", "thank you", "good job", "gentlemen, make sure you have your books", "very good work", and "good morning".

In 80% of the classrooms, teachers focused on engaging students in challenging assignments and learning. The review team observed students participating in literature circles and each member of a group had a designated role - literary luminary, vocabulary enricher, etc. Students collected evidence and participated in discussions of a poem. However, in some classrooms, students were off task or were allowed to not participate. Students were observed drawing on their skin or lying on their desks with their heads down.

Small and whole group transitions were consistently successful in 70% of classrooms observed. In these classrooms, minimal guidance and prompting were required for students to follow established classroom routines as noted on the whiteboard daily agenda. In other classrooms, students followed procedures but only with prompts and reminders from the teacher or from students asking questions.

The school has established standards of conduct as evidenced by few disruptions during 80% of classroom observations. Teachers managed much of the behavior and reinforced expectations by the proximity of teachers monitoring student progress with assignments as well as behavior. Student misbehavior observed was redirected in a respectful manner. The school has implemented the PAR program (professional, actively engaged, and respectful at all times) and the administration and teacher focus groups indicated that the program is working. Students reported that there are clear consequences for behavior and that most everyone knows what behaviors are expected in class.

Classrooms appeared safe and teachers ensured that the physical arrangement was appropriate to the learning activities. The rooms were spacious and arranged for different types of instruction. Students were able to move their desks into small clusters for small group work and move them

back into rows for lectures.

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: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility. The QSR team found that most lessons as presented to students were scaffolded to increase understanding. Most teachers observed modeled lessons and activities first and then engaged students by making connections to their prior knowledge, interests, and experiences. For example, one teacher clearly stated and modeled how students were to analyze the sample papers and students were able to complete the task.

The QSR team observed teachers using open-ended questions, inviting students to think and offer multiple possible answers. While teachers built on student responses to questions asked (whether it was incorrect, incomplete, or to affirm and expand the student's answer), the questions were factual in nature and did not require students to synthesize information or draw conclusions.

In 80% of the classrooms, teachers were effective in engaging students in learning. The review team observed students participating in literature circles and each member of a group had a designated role, such as literary luminary, vocabulary enricher, etc. Students collected evidence and participated in discussions of a poem. However, in some classrooms, students were off task or were allowed to not participate.

Across the board, teachers were significantly less effective in Using Assessment in Instruction. The review team observed that teachers provided feedback sporadically and students were not always clear on how they were being assessed on assignments.

Teachers made adjustments to lessons in some classrooms by allowing more time for students that needed it and allowing options for completing assignments. However, this was not consistent in all classes where the review team observed that flexibility was needed.

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

Focus group sessions with teachers and administrators indicated that the school has several approaches to meet the needs of struggling students and English language learners (ELLs). The school and teachers plan curriculum to differentiate skills and concepts to ensure that gaps in learning are addressed. This planning is supported by weekly professional development that covers topics related to assessment, using data to modify and differentiate instruction, and questioning techniques. Teachers incorporate the writing skills with which students struggle into math and science instruction. There is a reading interventionist on staff and the school recently purchased READ 180, but has not yet implemented the program.

To meet the needs of ELLs, there is a full-time ELL teacher who co-plans with teachers. The school uses an inclusion model, but pulls out as well.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The school provides teachers with daily planning periods and duty free lunch periods. During the planning periods, teachers participate in individual planning, collaborative planning with ELL and special education personnel, and interdisciplinary grade-level planning. On Tuesdays, professional development meetings are held from 2:45 - 5:00 p.m. and provide time and opportunity for participation by all instructional staff in CHALC (Chávez Learning Community). Topics for study during CHALC are sometimes determined by the home office, but also reflect the documented needs and wants of the Parkside HS staff. The Chávez PCS campuses all participate in full-day PD days once a quarter, during which time teachers with similar assignments across the Chávez PCS campuses meet. Once a quarter the school conducts a Data Day for analyzing various types of data and determining foci for curriculum and instruction. Each summer all instructional personnel at Parkside HS participate in a three-week institute which provides professional development in the areas of instruction and curriculum.

In addition to the professional development detailed above, the administration has built in specific programs to assist struggling teachers. Using the Transition Cohort, the administration assigns special support to all new teachers in the form of mentors and members of the Instructional Leadership. All new teachers participate in a new teachers' institute in the summer and at the beginning of the school year. Teachers whom the

administrations deems to be struggling in the area of classroom management are expected to attend sessions with PIN (Performance Improvement Network), which is open to all teachers at Chávez PCS schools as determined by need. Support for struggling teachers is also provided through the interdisciplinary team and department groups to which they belong.

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

Administrator, teacher, and student focus groups all report that Chávez PCS – Parkside HS is a place where they feel safe. The school has implemented the PAR standards (Professional, Actively Engaged, and Respectful at all times). PAR is part of the Educator's Handbook that tracks positive and negative behaviors. Students can gain and lose points and reports are sent to parents every two weeks. According to administrators, PAR fosters a positive environment in terms of students knowing that the administration is watching their behavior and students can see specific comments. Students indicated that they see teachers have control of the classrooms and the PAR system is fair and works to help with classroom management. Classroom observations revealed that PAR is present in each classroom in the form of posters and it is incorporated in the language of teachers.