



April 25, 2013

Davene B. McCarthy White, Board Chair
Eagle Academy PCS – New Jersey Avenue
1017 New Jersey Avenue SE
Washington, DC 20003

Dear Ms. White:

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 10-year Charter Review

Qualitative Site Review Report

On February 15 and 21, 2013 a Qualitative Site Review team conducted on-site reviews of Eagle Academy PCS – New Jersey Avenue 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's *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 Eagle Academy PCS – New Jersey Ave. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Eagle Academy PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Eagle Academy PCS 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	Evidence
Students will demonstrate proficiency in literacy skills.	In classroom observations, teachers engaged students in activities that focused on listening and comprehension skills, word identification, vocabulary and phonics. Students were required to identify, write, and make the sound of a selected letter from the alphabet as well as say words that begin with the letter. Some students used manipulatives such as popsicle sticks to make the letter. When reading stories during circle time, teachers used questioning and discussion techniques to assess students’ listening and comprehension skills. During one observation, students were asked to identify different elements of a book, such as the author, illustrator, title and title page. All classrooms had word walls that were used to introduce students to vocabulary words and in some classes, many objects were labeled to assist students with learning words.
Students will demonstrate proficiency in numeracy skills.	Review team members observed students working at different centers in mathematics classrooms. Each classroom had a math center and expectations for learning and activities were posted. Instructional aides provided small group and individualized attention to students and assisted them in categorizing activities where they were sorting different objects according to size or shape, learning to identify and write numbers, or learning to count by using one-to-one correspondence. Teachers taught beginning addition by having students make equations using numbers and pictures.
Students will exhibit age-appropriate social and emotional developmental behaviors.	The students in the classrooms observed were generally well behaved and engaged in the lessons. According to the administrators, the school uses the Second Step Curriculum to foster social and emotional skill development; the tool is intended to teach self-regulation and executive function skills. The school also conducts socio-emotional assessments twice per year, though these were not observed by the QSR team. A part time clinician from the Department of Mental provides play therapy for identified students.
Attendance rate for all students will exceed 90%.	The QSR team did not review attendance data as part of the review.
Create and sustain a positive school climate.	The QSR team noted warm, caring, and academically engaging relationships between students and teachers in brightly lit and well-organized classrooms. The school administrators described its program of recognizing students for academic and behavior achievements. However, at the time of the review, the principal had recently left and a new interim principal had just started. There was also evidence of high teacher turnover, both of which indicate that the school climate is unstable.

Goal	Evidence
Parents will participate in the school community.	<p>According to the administrators, the school conducts a parent satisfaction survey and works to build an ongoing rapport with parents. The school holds four or five parent events per year, including literacy and mathematics nights, a science fair, and holiday programs. The school also conducts parent workshops once per month through a Department of Education grant. Teachers said that they strive to incorporate parent feedback in their work with students, and formally communicate student progress to parents every nine weeks.</p> <p>A PCSB staff member observed parent-teacher conferences on February 15, 2013. A sign-in sheet showed almost fifty parents had participated.</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 its charter, the mission of Eagle Academy PCS is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

The QSR team found students to be engaged in rich learning experiences with high-level curricula. Students were encouraged to become creative problem-solvers through techniques like inquiry-based learning and the opportunity to choose learning centers and activities. The

curriculum is aligned to the Common Core State Standards and is intended to support socio-emotional learning. The school leadership considers Eagle Academy PCS – New Jersey Ave a “full service school,” providing additional non-academic services based on needs identified by parents and teachers. The school has a full time occupational and physical therapists, and a behavior intervention specialist providing services to students.

In classroom observations, the QSR team noted that the teachers observed generally scored well on the elements of the rubric related to creating a good social environment for students: all of the teachers observed were proficient or exemplary on Environment of Respect, Organizing Physical Space, and Communicating with Students. The QSR team noted warm, caring, and academically engaging relationships between students and teachers in brightly lit and well-organized classrooms. However, the teachers were less successful at providing a rigorous academic program: just over half of teachers (57%) were proficient in Using Questioning and Discussion Techniques and Using Assessment in Instruction, techniques specifically cited by Eagle Academy PCS’s leadership team as key observable elements of the mission’s implementation in everyday operations. School leadership stated that the QSR team would observe differentiated instruction in classrooms, which was supported through ongoing, individualized and small group instruction. During the observations, the QSR team observed mostly whole-group instruction with some class discussions. Additionally, there were little to no examples of assessment of students observed throughout the classrooms. The leadership team also cited an interdisciplinary approach to integrating arts instruction across the curriculum, but the QSR team was unable to observe this in practice.

The administrator focus group participants indicated that the school is working to improve teacher satisfaction, but the QSR team noted a high turnover rate. The school provides bonus pay and conducts a teacher appreciation week. However, teachers in the focus group indicated frustration with the school’s constant technological problems and concerns about insufficient reading materials to support student learning and centers. Apparently, the school has previously provided expense reimbursements for teachers to acquire additional instructional materials, but, by February, this has not yet been available for this school year. The school leadership said that video cameras were being installed in every classroom to support teacher observation and professional development; the teacher focus group participants did not discuss their opinions on this policy.

According to school leadership, the board supports the school’s mission by assuring that budget allocations provide the resources to assist the school in providing services to children, the board attends school-sponsored events. On March 20, 2013 a PCSB staff member attended Eagle’s Board of Trustees meeting. Thirteen board members attended the meeting, constituting a quorum. Six staff members were also present. The meeting agenda items included the following:

- Minutes from previous meeting to be approved
- Financial report
- Executive Director’s report
- Principals report for Wheeler Road and NJ Avenue campus which included:

- Academic
- Attendance
- Re-enrollment and recruitment events
- Increasing parent participation for 2013-14 school year

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

Almost 90% 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.

All of the classrooms observed scored proficient or exemplary on Environment of Respect, with most being rated as “proficient.” During the QSR team’s observations, students and teachers were mutually respectful; teachers welcomed each student individually and apologized when classroom procedures did not conform to students’ expectations. Students smiled during lessons, gave each other high fives as encouragement, and helped each other move between learning centers.

Eighty-five percent of the teachers observed scored proficient or exemplary on Culture of Learning. The QSR team observed teachers clearly setting learning expectations with SWBAT (Students will be able to...) and orally; in one case, when the written expectations were complex, the teacher translated them into student-friendly terms. Teachers congratulated students on displaying their learning and reminded them of the importance of the lesson. The QSR team observed “exciting word” posters, pride walls, and student achievement data trackers posted in classrooms.

Eighty-five percent of the teachers observed scored proficient or exemplary on Managing Classroom Procedures. Classroom transitions were managed in a timely and efficient manner. Class rules were simple, clearly posted, and generally consistent across classrooms. In several classrooms, the QSR team observed students signing in to the classroom when they arrived. Teachers used hand signals, claps, thumbs up/thumbs down, and chants in engaging students and transitioning between activities. In one classroom, the QSR team observed a student reminding another student to join the carpet circle for morning meeting. In the teacher focus group, the QSR team learned that teachers are concerned about insufficient reading materials to support student learning and centers, though the teachers reported that the school has been investing in additional books.

Seventy-one percent of the teachers observed were rated as proficient or exemplary in Managing Student Behavior. Many teachers proactively managed student behavior by constantly surveying the room, moving between students, praising good behavior, and clearly setting expectations for good behavior before transitions and activities; in these classrooms, the QSR team observed no instances of student misbehavior. In other classrooms, student behavior management was more reactive, though there were no major incidences in most classrooms.

All of the classrooms observed were rated proficient or exemplary in Organizing Physical Space. Students and teachers moved easily around classroom furniture and between learning centers, which were clearly distinguished and had a variety of learning materials. The classrooms, including walls, carpets, and posters, were bright and colorful. The QSR team observed computers and Smart Boards; however, teachers in the focus group noted, and the QSR team's observations confirmed, that the Smart Boards are mounted too high for students to be able to use them.

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.

All of the teachers observed were scored proficient or exemplary on Communicating with Students. Teachers' oral and written communication was error free. Teachers clearly stated directions and learning expectations orally and in writing, and presented activities with enthusiasm. There were also directions posted for individual learning centers, such as, "sort objects according to size."

About sixty percent of teachers were rated proficient or exemplary in their use of questioning and discussion techniques. The QSR team observed a small percentage of teachers using higher-order thinking questions, or questions designed to have students think and form opinions before responding, such as, “What does it mean to be persuasive?” Most of the questions observed were low-level recall questions, such as, “What are some of the products that we get from apples?” or “What day was yesterday?”

Eighty-five percent of teachers were rated proficient or exemplary in engaging students in learning. In most of the classrooms observed, all or almost all students were actively engaged in the lesson. Most whole group activities observed were during read alouds where teachers animatedly read stories and encouraged student participation with questions and discussion. During some discussions, teachers addressed students’ individual questions that may have been off topic or non-academic, but the instructional activities were age appropriate and captured students’ interest most of the time.

Approximately sixty percent of classrooms included assessments to monitor student learning progress. The primary methods of assessment observed were oral questioning of students on lesson content, and teachers monitoring progress during independent work time. Instructional assistants also gave the students immediate feedback as they worked with individual and small groups at various centers.

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. However, in some cases, the QSR team was able to observe some adjustments, such as a teacher allowing for additional discussion time on a specific topic. In another case, the teacher’s responses to interruptions were detrimental to the quality of the lesson, as the teacher repeated activities when students arrived late or switched between instructional CDs several times.

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

Through the focus groups with administrators and teachers, the QSR team learned of several strategies in place to support the needs of all learners, though most of these strategies were not directly observed. There is a Safety Net Program where instructional coaches model strategies for teachers to use with students who need additional support. The school uses technological resources, such as Lexia Reading, to provide intervention and content differentiation for struggling and advanced learners. The school also provides before and after school tutoring. School leaders report that Eagle is a full-service school that focuses on the whole child and provides a variety of resources when needs are identified from parent concerns, or teacher/ staff observations. The leadership stated that there is a full time staff member who serves as a behavior intervention specialist.

There are currently no English Language Learners ("ELLs") enrolled at the school.

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

Eagle Academy PCS uses a READ-DC grant from the federal government to improve the quality of language and literacy instruction, including optional Saturday literacy workshops and a literacy mentor who provides intensive teacher coaching. The school uses the Classroom Assessment Scoring System (CLASS) and Early Language and Literacy Classroom Observation (ELLCO) tools to conduct classroom observations. The results of these, along with teacher surveys on their strengths and weaknesses, help determine the focus of professional development. A master artist from the Wolf Trap Foundation for the Performing Arts provides professional development related to integrating arts across the curriculum; however, the QSR team did not observe any arts-based instruction. Administrators in the focus group indicated that the QSR team should see differentiated instruction and ongoing assessment in classrooms, but these were also not observed.

The QSR team also learned that all classrooms will soon be outfitted with cameras for teacher reflection and feedback; they are expected to be installed by February 22, 2013.

According to the focus group participants, instructional coaches work with 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 learning environment was one of respect and caring. The review team observed that teachers and students interacted well with each other and students were very helpful to each other when moving to and from centers. The classrooms were painted in bright, cheery colors and there were brightly colored carpets for sitting and for defining centers. Students were generally well behaved and happy but the review team did not host a focus group with students since the school does not serve students older than grade 3.

The school has a high teacher turnover rate, all but one of the teachers are new this year. At the time of the review the principal had been reassigned and an interim principal was assigned to the school. According to the teacher focus group participants, the school tries to support teachers by working with instructional coaches to improve pedagogical skills, professional development opportunities, and adequate instructional resources. Administrators report that teachers are allocated \$250-\$500 quarterly to purchase additional classroom materials; however the teacher focus group reported that they did not receive an allotment for materials this year. Teachers are celebrated with performance incentive bonuses, and teacher appreciation week.