



DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

April 5, 2013

Mr. Donald Hense, Board Chair  
Friendship PCS - Blow Pierce Junior Academy  
120 Q Street, NE  
Washington, DC 20002

Dear Mr. Hense:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- o School eligible to petition for 15-year Charter Renewal

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

On November 15 and 28, 2012, a Qualitative Site Review team conducted on-site reviews of Friendship PCS – Blow Pierce. 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 Friendship PCS – Blow Pierce. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Friendship PCS is in compliance with its charter.

Sincerely,  
Naomi DeVeaux  
Deputy Director



Enclosures  
cc: School Leader

## CHARTER GOALS

This table summarizes the goals that Friendship 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 as Identified by the School	Evidence
Ensure that each student achieves the educational standards in each subject area as outlined in <i>Student Academic Standards</i> .	The QSR team did not review student achievement data as part of the site visit.
Help students feel comfortable taking intellectual chances and accepting academic challenges.	Observers heard teachers using probing questions and encouragements throughout classroom settings. The team also observed cases of teachers encouraging students to persevere even after they made academic mistakes. According to students, teachers, and administrators in focus groups, the school was actively preparing all students, prekindergarten through eighth grade to accept the academic challenge of preparing for college admittance.
Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.	The QSR team did not observe any evidence related to this goal.
Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.	The QSR team observed limited evidence of this goal. A few teachers encouraged their students to be leaders. According to school leaders, the Student Code of Conduct taught and reinforced high behavioral expectations for members of the school community.
Ensure that students are prepared to lead successful adult lives as workers and consumers.	The QSR team’s observation confirmed that the school puts an emphasis on college attendance. The QSR team observed college information centers and teachers mentioning college attendance as a key goal for students. There were numerous college posters throughout the building. In the classrooms, teachers referenced “college-ready” higher-order thinking skill development for students.
Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	The QSR team did not observe any evidence related to this goal.
Provide a safe and secure learning community.	During and between classes, administrators, teachers, and security officers were in the hallways. Two-thirds of the students who participated in the student focus group reported being bullied while attending the school, but they reported feeling safe in the building.
Draw on the support of families and the community to reinforce the school’s educational mission.	The QSR team observed many parents present in the halls at the beginning of the school day. The leadership reported on increased parent participation in Parent Advisory Council (PAC) meetings, which focus on how parents can provide instructional support for their children. The school displayed photographs of PAC activities in bulletin boards in hallways.
Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	The QSR team did not observe any evidence related to this goal.

<b>Goal as Identified by the School</b>	<b>Evidence</b>
Develop in students an abiding commitment to the school's surrounding community.	The leadership noted that some students are required to complete community service hours in lieu of out-of-school suspensions.

## 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 Friendship Public Charter School is to prepare a diverse cross section of children for success as students, workers, and citizens by providing them with a world-class education. This is what the Qualitative Site Review (“QSR”) team looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

In the administrative focus group, the new principal and leadership team stated they are focused on building a college-going culture of high expectations for all students. The administration has put in place initiatives to encourage students to demonstrate behaviors for college readiness. This school-wide focus was evident in the interviews with administrators, faculty and students. In the focus group, students stated that their teachers are trying to help them get ready for college, and want them to be the smartest people in the world and successful in life. According to the leadership interview, suspensions have been reduced by 75% during the 2012-2013 school year and discipline referrals have been reduced by approximately 50%. These reductions align with the leadership's vision of creating a positive culture focused on academic achievement.

According to the focus groups, the school focuses on data-driven instruction to help all students achieve. The administration and teaching staff work closely together to interpret data and regroup students who need additional assistance. Students reported taking part in after school tutoring for assistance and weekly quizzes in all subjects.

PCSB staff visited the Friendship Public Charter School board meeting on October 25, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a discussion about the following topics:

- New facility for Friendship Tech Prep campus
- Student enrollment trends
- Embedding school mission across all programs
- New curriculum, professional development strategies used across district
- Upcoming Partnership for Assessment of Readiness for College and Careers ("PARCC") assessment, partnership with the Achievement Network
- Strategies for improving school climate and culture

## CLASSROOM ENVIRONMENTS

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

Class Environment	Limited	Satisfactory	Proficient	Exemplary
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of 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 67% of all classrooms observed were rated proficient or exemplary in elements of the Classroom Environments rubric, which includes Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

In many classrooms observed, teachers and students treated each other politely. Students introduced themselves to the observers and explained what was happening in the class. In 35% of the classrooms, interactions among students and between students and teachers were generally appropriate, but somewhat inconsistent, as a few teachers attempted to respond to disrespectful behavior with uneven results.

The observation team noticed teachers emphasizing college and hard work. Teachers used positive comments to encourage students to stay on task. Students stated, "I love to read, I love to learn, I am going to college," while introducing themselves to the classroom observers and in the focus groups. In classroom observations, teachers emphasized that mistakes were okay, active listening is important, and the importance of focus and effort. The review team observed students acknowledging each other's efforts with clapping, high fives, and pats on the back.

The teachers observed were not consistently effective in managing classroom procedures and student behavior. Teachers used different strategies to facilitate instructional transitions, including countdowns, stamps for staying on task, reminders to clean up quietly, and praise for students transitioning appropriately, though with mixed results. In many classrooms, teachers did not appear to have an effective classroom management system; their classrooms appeared chaotic and students were not paying attention to the teachers' directives.

Most classrooms observed by the review team were spacious, safe, and arranged to support small group activities and movement.

## INSTRUCTIONAL DELIVERY

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

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
<b>Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

### **Instructional Delivery Summary**

Approximately 65% 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.

In the classrooms observed, most teachers clearly wrote or orally communicated the expectations for the lesson, but the implementation of the expectations was inconsistent. Several times, teachers had to re-explain the directions and did not always address the entire class when doing so. At times, students misbehaved because they were confused about the instructions.

The QSR team's observations of the teachers were similarly uneven on Using Questioning and Discussion Techniques. According to the focus

groups, development of students' higher-order thinking skills is a key focus in instruction. However, the QSR team's observations did not evince success on this goal. While some teachers approached higher-order questioning when leading class discussions, others used only simple yes/no questions. At times, only small numbers of students were actively involved in class discussions. There was no structured discussion on the topic between the teacher and the students or among the students.

The teachers observed taught using whole groups, small groups, student pairs, and learning centers. For the most part, teachers aligned learning tasks and activities with the instructional outcomes and paced the lessons to accord with students' learning. A few teachers' use of differentiated instruction seemed to actively engage the students in learning centers, while the teachers monitored one small group's progress.

Many, but not all, teachers assessed regularly throughout the lesson. Many of the teachers observed were able to assess students individually while working with the whole class. Teachers utilized various tactics to assess the group: thumbs up/thumbs down, exit tickets, and quizzes worked effectively. Some teachers had difficulty with effective assessment of the class. Whole group choral response and teacher not walking around to assess students during individual work time were two ways observers noticed many teachers assessing with uneven results. One teacher did not ask any questions during the thirty minute observation.

The QSR team's assessments of teachers' flexibility and responsiveness were similarly erratic. In some instances, the teachers integrated student questioning into the discussion and other times students became off task due to the teacher's inflexibility. In one setting, the teacher ignored multiple indications that students did not understand the material.

## 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

In the focus groups, teachers indicated that Blow Pierce Academy had only a few English Language Learners ("ELLs") and that even though they did not have an on-site ELL teacher, Friendship has an LEA-wide ELL Coordinator who works with all Friendship teachers who teach ELLs. Teachers submit lesson plans to the ELL Coordinator for review and feedback before using them in the classroom. Additionally, teachers stated the Houghton Mifflin curriculum had built-in accommodations and modifications that have been quite helpful.

The teachers also cited similar program adjustments in the curriculum to help them address the needs of special education and advanced students. The school currently has five dedicated aids to assist students with IEPs. The observation team saw the additional staff in rooms working with individual and small groups of students.

In the student focus group, two-thirds of the students participating said that they had received tutoring. According to the school leaders interviewed, the School Supplemental Services Team meets once a month to discuss the needs and progress of struggling students. The leadership convenes grade level meetings for this reason once a week. In those meetings, discussions revolve around report card and attendance data, testing data, success or failure of attempted interventions, and plans for further interventions. However, in the teacher focus group, teachers were less knowledgeable about the steps that teachers could take to address the academic needs of students at risk of failure.

## 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

The teacher and administrator focus groups reported that every Friday afternoon, Blow Pierce Academy holds two school-based trainings and two other professional development sessions. The focus group participants praised the Content Circles in which teachers were given the opportunity to practice writing and presenting lessons for upcoming topics in the curriculum. School-based professional development, especially programs for novice teachers, was determined mainly through daily or weekly informal observations by administrators. The administration also indicated that sometimes teachers ask for help in a particular area of need. Each of the administrators had been assigned to work with and to monitor the performance of designated teachers. The principal stated her administrators have strong backgrounds in instruction and their assistance to and assessment of individual teachers benefits the instructional program overall. She noted also that there were several teachers currently on staff who were in the process of leaving Blow Pierce due to an inability to make the expected professional growth gains.

## SCHOOL CLIMATE

*This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.*

School Climate	Limited	Satisfactory	Proficient	Exemplary
<b>The school is a safe and orderly learning environment.</b>	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

### School Climate Summary

The administrator focus group stated the school has a school-wide discipline policy with increasing consequences if students misbehave repeatedly. The first consequence is a warning to the administration calling the parent and a referral given. The leadership staff admitted school-wide practices of the discipline policy are a work in progress, while suspensions have decreased with the new behavior policy, consistency in implementation was cited to still be an issue. The observation team also noted that some teachers did not implement the discipline policy consistently. In the student focus group, almost two-thirds of the participating students reported being bullied at some point while attending the school, but they reported feeling safe in the building. The leadership staff is actively working on the discipline issue by working through specific interventions with students who struggle; they also said that they are working more closely with the early childhood classrooms to try to curb misbehavior problems in the earlier grades.