



April 5, 2013

Donald L. Hense, Board Chair
Friendship PCS – Collegiate Academy
4095 Minnesota Ave, NE
Washington, DC 20019

Dear Mr. Hense:

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:

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report

On November 29 and 30, 2012 a Qualitative Site Review team conducted on-site reviews of Friendship PCS – Collegiate Academy. 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 – Collegiate Academy. 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 Public Charter School contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

| Goal | Evidence |
|---|--|
| Ensure that each student achieves the educational standards in each subject area as outlined in <i>Student Academic Standards</i> . | Friendship PCS – Collegiate has two Instructional Coaches to support teachers and students. The administrator focus group stated the school is emphasizing reading based on low performance on the DC-CAS. The school maintains Math Labs for students at risk of failure. Programs to support struggling and advanced students include the Smart Knights (Saturday Program where selected students receive tutorial and enrichment activities in literacy and math), and Advanced Placement (AP) and Honors Courses. |
| Help students feel comfortable taking intellectual chances and accepting academic challenges. | The review team observed students in AP and Honors courses. In many classes, especially the AP and Honors classes, students were engaged in the teacher led discussions that required students to use higher order thinking skills. Some classes observed, mainly in the Career Academy classes, did not appear to challenge the students or encourage intellectual chances or academic challenges. The review team observed rote memorization and simple yes/no or one word answer questioning from the teachers to the students. |
| 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 did not observe any evidence related to this goal |
| Ensure that students are prepared to lead successful adult lives as workers and consumers. | The review team observed a variety of Career Academy classes in the Allied Health, Poly Tech, Fine Arts, and the Early College Academies where students took AP classes in the Early College Academy and courses such as Medical Terminology, Introduction to Engineering Design, and Fundamentals of Modern Dance respectively. The principal and teachers said students receive certifications in technology and health careers, and fine arts majors get internships at the Kennedy Center and Arena Stage. |
| 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. |

| Goal | Evidence |
|---|--|
| Provide a safe and secure learning community. | Students in the focus group reported they felt safe in the building. Observed hallway transitions were orderly and students did not linger in the halls between classes. |
| Draw on the support of families and the community to reinforce the school's educational mission. | The review team was unable to observe a parent event at the school. |
| 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. |
| Develop in students an abiding commitment to the school's surrounding community. | In focus groups, administrators and students talked about the requirement to complete Community Service Hours. Students mentioned that they complete community service hours in or out of school, including mentoring younger students at other Friendship PCS campuses. |

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 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 PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

Friendship PCS – Collegiate Academy serves students in ninth through twelfth grade. The review team observed the school’s focus of preparing students for college and the world of work in instruction, teacher and student interactions, and professional development activities initiated by the school as well as the Friendship PCS central office. However, the QSR team also observed inconsistencies in classes’ academic rigor, particularly between AP and non-AP classes.

The review team noted lesson objectives, lesson plans, and student work, in most classrooms and hallways that focused on reading, behavior, and homework. The professional development calendar contains monthly offerings that focus mostly on literacy development. In addition to courses in the academic areas, starting in the 10th grade students have the opportunity to participate in career academies in areas such as communications, visual arts, performing arts, engineering and technology, health and human services, business administration, health, and information technology. These courses meet daily and the overall emphasis is on reading, as prioritized by the school leaders based on the school’s DC-CAS results.

In the focus group, teachers said that they use data to plan for instruction through departmental data talks and professional development on how to analyze data and address the standards with which students struggled. The team observed instructional strategies such as whole group instruction, small groups of students working on projects, class assignments, and discussions. The team noted a college-going culture, which starts in 9th grade with self-esteem and personal growth classes and extends through the grades with 17 AP courses.

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 |
|---|--|---|---|--|
| 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

Approximately 85% 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.

The review team observed that classrooms interactions reflected warmth and caring, and were almost always respectful of students' cultural and developmental differences. Most teachers created an environment of respect and rapport with their students. In most classrooms observed, the teachers had standards of conduct for students and the students responded in ways that were appropriate. While students treated teachers respectfully, student-to-student interactions were less respectful.

Eighty-five percent of the classrooms observed were proficient or exemplary in creating a genuine culture for learning: there was commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work. The atmosphere in the classrooms reflected the importance of the work undertaken by both students and teachers. The AP classes observed were high-energy environments where observers noted that good ideas were valued and teachers and students discussed real world experiences.

In AP and honors classes, classroom routines and procedures were established and functioned smoothly for the most part, with little loss of instructional time. However, in some of the non-AP classrooms, routines and procedures functioned unevenly or inconsistently with loss of instructional time. The review team observed three-quarters of teachers managing classroom procedures effectively. In many rooms, transitions were established and students knew exactly what to do when changing classes or moving into different groups. The review team noted teachers calculated the percent of students per period handing in homework.

The review team observed that most teachers were aware of students' behavior, had established clear standards of conduct, and responded to student misbehavior in ways that were appropriate and respectful of the students. PBIS Trackers were used to encourage positive student behavior.

Just over 80% of the classrooms observed were proficient or exemplary in organizing physical space. The review team saw data and word walls posted in most classrooms, as well as subject-specific posters, college banners, and the Knights' Code. Teachers arranged the furniture in most rooms to facilitate transitions between whole group and small group activities. Most classes observed demonstrated alignment with the school's goal to provide a safe and secure learning community. The physical environment observed was safe and accessible to all students.

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.

In almost 80% of observed classrooms, teachers used clear and accurate communication. The expectations for learning were written on the board, posted on large sheets, communicated orally, projected on the board, or communicated through a combination of these methods. Observers also noted that teachers clarified procedures by using rubrics, written procedures, and verbal explanations.

Only half of the classrooms observed were proficient or exemplary in using questioning and discussion techniques. However, in all AP courses observed, teachers used higher order questioning to promote student thinking and to encourage students to make connections to previous understandings. The teachers in non-AP courses attempted to engage students in discussions but with limited success. The majority of questions were recall questions such as fill in the blank questions: “Who has come in?” “What commonalities do they have?” Although feedback was timely, accurate, and substantive in most observations, it lacked informational aspects to help draw students’ attention to errors they could correct.

Only half of the classrooms observed were proficient or exemplary in Engaging Students in Learning. In some classes, most students were participating and making authentic efforts to contribute. Teachers used whole class discussions, small group projects, and collaboration and sharing to engage students. The pace of most of these lessons was appropriate. However, in about half of the classes, observers noticed there were times when students engaged in “off task” behavior; students in the front were focused and students in the back were talking, or students who completed their assignment or their “Do Now” and had nothing to do.

Teachers were observed using assessment in instruction in approximately three-quarters of the classrooms. Teachers assessed using mini quizzes, exit tickets (e.g. name the five functions of cells), and information checks during closure activities (e.g. the teacher asked each student to state something new they learned today). Teachers provided students with rubrics for small group activities and students assessed their partners’ work with a rubric.

In two-thirds of classrooms observed, teachers were proficient or exemplary in demonstrating flexibility and responsiveness to students’ needs and interests. Observers noted teachers who were persistent in questioning a student to probe for a more complete response. Many teachers took advantage of observed teachable moments and incorporated students’ questions and interests into the lesson.

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

Teacher and administrator focus groups indicated the school has an array of intervention plans to meet the needs of students at risk of academic failure. This year, there is a more intense focus on literacy; writing across all classes is integrated into the Houghton Mifflin Harcourt (HMH) curriculum. Reading is emphasized at the beginning of each class; in some classes, the QSR team observed scheduled time for reading. Freshman who arrive two levels behind in math are placed in a special remedial math class. Administrator and teacher focus groups reported that Friendship Collegiate offers a continuum of services for special education students that include “push-in”, “pull-out”, and environments tailored to their needs. Co-teaching between special and regular education teachers was observed in core classes. The school uses Positive Behavior Intervention Strategies (PBIS) to encourage appropriate behavior. Smart Knight and the Saturday Program provide additional academic support to students of skill levels, from remedial to advanced. The school also provides tutoring based on individual students' needs.

There are currently no English Language Learners (“ELLs”) enrolled at the school, thus the school’s performance on this criterion was not assessed.

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

Friendship PCS – Collegiate Academy’s professional development (“PD”) calendar focuses on literacy throughout the year. According to the school leaders and teachers, ongoing professional development focuses on increasing student achievement by using data to improve instruction and to address gaps in student knowledge, as well as arming students with test-taking strategies that will help them maximize their scores. The administration and teacher focus groups reported that every month there is opportunity for the lower and upper schools to meet by grade and subject area to facilitate vertical and horizontal planning. Teachers report that there is consistent use of the following resources: Say Mean Matter Strategy, Tuning Protocol, Teacher Professional Development Binder, and the Teacher Reflection Journal. The teacher focus group revealed that there are whole day discussions on breaking down student data to assist in instruction. This exercise allows them to identify topics for re-teaching and to identify specific students in need of additional tutoring. They can also make predictions before exams and compare with actual results.

Administrators noted that there is a support system for meeting the needs of novice teachers such as one-on-one coaching. Additionally, every teacher has an instructional leader to work with them and to help determine differentiated PD. Lead teachers serve as mentors. In addition, there is in-house collaboration between teachers. The Friendship network also supports new teachers with a week-long teacher induction in the summer.

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 school was a safe and orderly learning environment. In the focus groups, students and staff were able to articulate the school's discipline policies. The review team's observations indicated the school has consistently implemented policies and practices to create an orderly environment. In general, the QSR team observed students walking through the halls during transitions in a safe and orderly manner; however, students returning from the Friday Morning Meetings were disorderly. The QSR team observed posted signs in classrooms with student behavior expectations. There were adults and staff in the hallways during transition times to monitor and guide students.