



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 29, 2013

Patricia Cooks, Board Chair
Ideal Public Charter School
6130 North Capital Street, NW
Washington DC, 20011

Dear Ms. Cooks:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews to gather and document authentic evidence to support our oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, the PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to each particular school. Your school was selected to undergo a QSR during the 2012-2013 school year for the following reason(s):

- School had a Tier 3 rank on the PMF during the 2011-12 school year

Qualitative Site Review Report

On January 30 and February 1, 2013, a Qualitative Site Review team ("QSR team") conducted on-site reviews of Ideal PCS. The purpose of these on-site reviews was to gauge the extent to which your school's goals and student academic achievement expectations appeared evident in the everyday operations of your school. In order to ascertain this, the QSR team, composed of PCSB staff and consultants, evaluated your classroom teaching using an abridged version of the Charlotte Danielson "Framework for Teaching" observation rubric. The QSR team also conducted focus groups with a random selection of your students, a random selection of your teachers, and your administrators. In addition, the QSR team visited a board meeting on February 13, 2013.

Enclosed is the Qualitative Site Review Report based on overall consideration of the QSR team's observations. You will find that the QSR Report is focused on the following areas: the mission and 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 QSR team in conducting the Qualitative Site Review at Ideal PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Ideal PCS is in compliance with its charter.

Sincerely,

A black rectangular redaction box covers the signature of Naomi DeVeaux.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes Ideal PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goals during the on-site reviews.

Goal as Identified by the School	Evidence
Each student will achieve his/her highest academic potential in mathematics and literacy, which would be integrated into social studies, science, foreign language, and the fine arts through curriculum integration.	The QSR team did not observe students being challenged to reach their highest academic potential; students in the focus group said that they could be challenged more in their classes. One student added, "I could be learning more if other students in my class were at my level." The QSR team did not observe evidence of teachers asking students to think critically or lessons being differentiated in the majority of the classrooms visited. In a few classrooms the teachers challenged the students and they were observed rising to the challenge. However, most classes relied on low-level questioning and students were expected to merely repeat back what the teacher told them.
Each student will learn to handle challenges and stress.	The QSR team observed “quiet-time meditation” taking place twice a day for fifteen minutes, which is part of the master schedule. During the administrator focus group, the Quiet Time Director told the QSR team that the school uses quiet time to center the students and to assist in clearing their minds to prepare each student for the day's learning. The Quiet Time Director also said that starting at the age of ten; students learn the art of meditation, which students will practice daily through eighth grade. During quiet times, the review team observed students under the age of ten preparing for the day by quietly drawing, journaling, or reading. The older students appeared to be meditating for the fifteen minutes.
Each student will demonstrate positive values and character traits which will allow him/her to live harmoniously as members of a global society.	The school promotes the seven principles of NGUZO Saba: unity, cooperative economics, purpose, creativity, never give up, culture work, responsibility, and self-determination. A sign featuring the seven principles was posted in every classroom observed. During classroom observations, the QSR team saw teachers often effectively bring the class back to focus by saying, “NGUZO Saba” and the class would chant the words back. In a couple of classroom observations, the teacher explicitly incorporated these principles into their lesson. The teachers in the focus group said the purpose of promoting these principles is to help students stay in a calm state so they can learn. In this way, the seven principals worked as a behavioral management and character education tool. The review team observed teachers telling students how to apply these principals outside the classroom as well. A student in the focus group stated, “The principles tell you how to control yourself and how to take responsibility for yourself.”
Each student will learn to gain confidence in himself/herself through their understanding and appreciation of their own heritage. This will empower him/her to accept cultural diversity.	The review team did not observe or hear any mention of culture or heritage in the classes observed.

SCHOOL MISSION

The rubric below was used to summarize the school's performance in 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 application, the mission of Ideal PCS is to empower students to become academically excellent, personally fulfilled, and interdependent contributors in a world of diverse peoples. The focus of the program is to equip students with the ability to excel in all academic and personal growth areas; to appreciate the fine arts; to express their creativity and develop their critical thinking skills; to enhance their intuitive abilities; and to use these various dimensions to solve problems and contribute positively to the quality of life as experienced personally

by their families and neighbors. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

In aligning its day-to-day operations and activities with its mission, the review team observed a lack of consistency in academic rigor across the school. Overall, the teaching and materials did not appear to be at the right level to challenge students and compel “academic excellence.” Several students stated that they would like to be challenged more; teachers were not observed to be differentiating lessons and instructional delivery varied across classes. Teachers, in the focus group, reported that they interpreted their own data based on their created assessments. While the school has a data analyst, the review team saw no evidence that he helped teachers with data-driven instruction except with the Discovery Assessment scores, a benchmark assessment.

Administration said that teachers and staff teach students character and core values through the Seven Principals of NGUZO Saba, as evidenced by the chanting of NGUZO Saba, meditation, and reference to the principals in connection to the material covered. According to the administration, the meditation also helped students calm themselves from outside stressors so they can concentrate on learning during the school day.

The instruction did not seem to be rigorous across the board for students to achieve their highest academic potential. Instructional delivery varied across classes; teachers had their own teaching style but said that they were able to help each other with best practices and technology. Teachers in the focus group stated they had received several books to read regarding different best practices in teaching but that the administration did not continue conversations on any of the books’ main points. The teachers said they had a difficult time using the best practices in day-to-day instruction and relied on each other for assistance.

A PCSB staff member attended the school’s board meeting on February 13, 2013. The board meeting had a quorum present. Board members discussed the Discovery Benchmark Assessment scores that the school uses to gauge the level of student preparation for the DC-CAS, however, they did not ask probing questions about the data and demonstrated a misguided understanding of what students are tested on in these assessments. Instead, the Board focused its attention toward school events like the popcorn fundraiser. During the board meeting, board members passed out a Financial Report and discussed the building loan modification that had been executed in January. In addition, they spoke about starting a student recruitment program to produce more income. The board members also spoke about implementing an afternoon tutoring program in which teachers would be required to participate.

In making and monitoring progress toward fulfilling its charter goals, the school appeared inconsistent. The school has calming meditation and character traits, but the instruction does not seem sufficiently rigorous to meet high academic standards in the school’s charter. The review team observed older students interrupting classes of younger students to talk to the teachers and a group of students bussed in from ward 7 and 8 regularly arrived late.

CLASSROOM ENVIRONMENTS

The rubric below was used to assess the school's performance regarding its classroom environments.

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.
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

Overall, 81% of the teachers observed scored proficient on the 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.

Eighty-one percent of teachers scored proficient or exemplary on Environment of Respect. In creating an environment of respect and rapport, nearly all communications between teacher and students were respectful and complimentary (polite, sensitive, friendly, kind). Teachers established a tone of fairness and modeled respect for students to follow. The review team observed the use of popsicle sticks to ensure equal participation and encouragement to students to support each other. Verbal and nonverbal messages were tailored to connect with the students – “keep trying” and “absolutely right!”. The review team also observed that most communications between students were respectful and encouraging as well.

Eighty-one percent of teachers scored proficient or exemplary on Culture of Learning. In establishing a culture of learning, most students appeared engaged and interested in what they were told they were going to do that day at the start of class. Many teachers used the “NGUZO Saba” chant to refocus students and remind them of the character traits. Teachers fostered a welcoming environment for participation and sharing out of ideas. However, some teachers lacked enthusiasm and just “went through the motions” while others made great effort to display enthusiasm for the information and the exercise. In this way, many teachers recognized students for positive contributions. One very noteworthy observation that stunted the establishment of a culture of learning was the frequent tardiness of students both between classes and when arriving at school. The late arrival of a school’s bus delayed a group of students daily; the administration will not adjust bus timing this year. There appeared to be no consistent process for relying on passes to justify late arrival. Administration explained that students with passes were late and students without passes were on the second shuttle bus.

Eighty-one percent of teachers scored proficient or exemplary on Managing Classroom Procedures. In establishing classroom procedures, the review team observed different strategies in most classrooms. With the NGZO Saba principals as its foundation, teachers used the “NGZO Saba” chant, posted the principals on the walls of classrooms, and executed the twice-daily meditation sessions that were featured in the schedule. However, since procedures significantly varied between teachers, some were more successful than others were. Some rooms lost instructional time during transitions within the lesson due to talking that quickly swerved off-topic.

Eighty-one percent of teachers scored proficient or exemplary on Managing Student Behavior. In managing student behavior, teachers consistently made efforts to respond to misbehavior. The review team could not observe an overarching school-wide behavioral management policy. Some teachers had clear classroom expectations (signs posted, directions given) and used consistently implemented the classroom’s

strategies. Little instructional time was lost in these classrooms due to student mid-behavior. In the classrooms without clear behavior guidelines, teachers seemed to struggle to keep all students engaged and on task.

Eighty-one percent of teachers scored proficient or exemplary on Organization of Physical Space. In organizing physical space, the physical arrangement of the classrooms generally supported the instructional lesson and the designed activities. Tables, computers, and desks accommodated the number of students in each class, thus enabling the classroom to be safe, easily accessible, and to facilitate widespread discussion. Students could maintain direct visual contact with the white board and other utilized resources in the classroom. No student was posted in the upper grade classrooms, whereas it was widely featured in the lower grade classrooms.

INSTRUCTIONAL DELIVERY

The rubric below was used to assess the school's performance regarding instructional delivery.

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 of 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

Seventy-five% of the classrooms scored proficient or exemplary in the areas of Instructional Delivery (Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility).

Seventy-five percent of teachers scored proficient or exemplary on Communicating with Students. In communicating with students, some teachers said to students the objectives of the lesson and how the lesson is shaped to lead to accomplishment of the objectives, thereby providing context for students to appreciate the worth of the materials and activities. Some teachers explicitly linked previous lessons into the current lesson, which facilitated comprehensive analysis and fostered a sense of progressive accomplishment (highlighting the practical value of the time spent in class). The vocabulary and style teachers used to communicate with students were appropriate for student comprehension. Nonetheless, many teachers, in presenting content, did not call for critical thinking by the students; rather the teachers tended to tell the students the content and the students were expected to remember what the teacher said. The team did not observe teachers checking for understanding.

Seventy-five percent of teachers scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers used high-level questioning to engage students and elicit critical thinking in the classrooms observed. Other teachers though relied on yes or no questions and only asked questions in response to them providing the answer. Teachers provided a lot of wait time to allow all students to come up with responses to questions on worksheets, which appeared to leave some students waiting around for the lesson to proceed.

Seventy-five percent of teachers scored proficient or exemplary on Engaging Students in Learning. The pacing of the lessons was generally appropriate but sometimes too long. Teachers did not demonstrate high expectations for student learning, though the students were well-behaved and sought to complete most assignments. Students displayed active participation but did not appear challenged by assignments. In some classes, students finished assignments quickly and did not have a second task to complete after they were done. All assignments observed appeared to be the same for all students in the class, the review team did not observe differentiation.

Seventy-five percent of teachers scored proficient or exemplary on Using Assessments in Instruction. In using assessment in instruction, the strategies employed to assess individual students varied across classrooms. Examples of strategies observed in a few classrooms included exit tickets or thumbs up-thumbs down as an informal poll of understanding. Some teachers provided specific feedback to students after observing the work students had completed. The review team did not observe teachers assessing student learning across all classrooms.

Seventy-five percent of teachers scored proficient or exemplary on Demonstrating Flexibility. In demonstrating flexibility, some teachers incorporated student questions into lessons. For example, in reflecting on specific words and meaning, teacher uses the story “Mistaken Identity” to support understanding and learning. Teacher incorporated student’s thoughts, interpretation and ideas into the story content to enhance the lesson. Some teachers did not take the opportunities presented to be flexible with their lessons. In a few instances observed, students asked questions that were connected to the topic but the teacher did not engage the class in the discussion.

MEETING THE NEEDS OF ALL LEARNERS

The rubric below was used to assess the school's performance in 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

Overall, the school appeared inconsistent in meeting the needs of all learners. Teachers, in the focus group, stated that they differentiate their lessons based on "Discovery Assessment" three times a year. In the focus group, students stated they would like to be challenged more, evidencing a lack of adequate differentiation for higher-level students. The school uses ALEX and Achieve 3000 to improve student understanding in math and reading. The review team did not see differentiation efforts during the classroom observations. In the focus group, the administration stated the special education teacher pulls out students receiving resources through special education. Additionally, support staff are in classrooms to assist students with special needs. The review team observed the support staff sitting in the classrooms but not engaged in the lessons are specifically assisting student.

Regarding English Language Learners, the school has a 4% ELL student population. Each of these students has an individual plan and are assessed when they enter the school. During the focus group, the administration stated the ELL teacher works with the teachers to help with accommodations. The QSR team did not observe evidence of ELL student teaching during its on-site reviews.

PROFESSIONAL DEVELOPMENT

The rubric below was used to summarize the school's performance in promoting professional development.

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

While teachers stated the school does have professional development opportunities, the review team did not observe consistent professional development practices. As stated in their focus group, teachers have one-week dedicated to professional development prior to the start of the academic calendar year. The school also has elementary and middle school instructional coordinators to assist teachers in professional development. Teachers felt encouraged to attend outside trainings and bring the information back to share with their team. Also, one day a month is set aside to focus on data, assessments, curriculum, and other topics. Teachers stated they felt the professional development around the new Common Core State Standards was very in depth. The teachers could not indicate specific professional development given to them to assist with methods of instruction. The teachers stated, instead they receive many books on different pedagogical strategies and it is up to them to share with other teachers what they found helpful in the books.

In providing extra support for novice teachers, the school has organized one day a week there is a co-planning block for novice teachers to seek guidance from more experienced teachers in shaping a lesson or tailoring one's style toward presenting information or managing classroom behavior.

SCHOOL CLIMATE

The rubric below is used to summarize the school's performance regarding school climate.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment for students.	The school's disciplinary 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

Students said they felt safe while at the school. The teachers and staff monitored the hallways well between class periods to maintain safety and order. There were no acts of aggression by students or other displays of hostility. The review team did not observe a consistent school-wide discipline policy; each classroom appeared to have a different set of rules posted. Teachers employed varying classroom management techniques and systems. In the teacher focus group, teachers said how they have worked together to come up with classroom management procedures in their grade bands. The school does have an in-school suspension program that teachers felt help decrease the behavior disruptions. The review team observed that some students took advantage of teachers either who did not seem to have developed a coherent disciplinary policy or who were unable to consistently apply it. For example, students regularly walked in and out of class to use the bathroom, some several times during the class period. Learning in these classes suffered as students remained disengaged or continued to deliberately distract other students without fear of immediate reproach. All students did participate in the twice-daily meditation and learned character education through the NGUZO Principals.

Also disruptive is the arrival of the second shuttle bus 15-30 minutes late into the school day. The administration stated that, to save money, they run a shuttle bus through a second route to pick up more students from wards 7 & 8. Unfortunately, the arrival of these late students, through no fault of their own, fosters a sense of disarray as students usually arrive during or after the morning quiet time.