



April 1, 2013

Vasco Fernandez, Board Chair
SEED Public Charter School
4300 C Street, SE
Washington, DC 20019

Dear Mr. Fernandez:

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

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

Qualitative Site Review Report

On January 18 and 29, 2013, a Qualitative Site Review team conducted on-site reviews of SEED PCS. 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, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at SEED PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that SEED PCS is in compliance with its charter.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures

cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes SEED PCS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school and PCSB’s Charter Agreement Team agreed on.

Goal as Identified by the School	Evidence
<p>Development of the academic skills required for success in college and/or in the professional world.</p>	<p>During the focus group discussion, school leaders and teachers described their strategies for student academic success, including targeting instruction to the students’ skill and knowledge level, based on continuous data, regardless of the level on which students enter. Observers noted that instruction seemed differentiated, as evidenced by teachers constantly circling throughout classrooms to check on student progress and to support individual students where they needed support. Administrators also described the use of technology, such as iPads, to support differentiation and academic success. One observer noticed the use of iPads in an English/Language Arts class that the instructor used to differentiate instruction. Administration and teachers in focus groups described the collaboration that happens across subject areas in order to reinforce instruction beyond core subjects. Administrators and teachers also described the Teacher Assistant Team, which is a team of teachers that comes together regularly to support individual students; this provides an opportunity for teachers to collaborate around strategies that will support student academic and social success. Administrators, teachers, and students described tutoring support available for students beyond the regular school day. Teachers described, and the school’s schedule confirmed, various Advanced Placement classes offered to students to prepare them for a collegiate level of academic rigor. Teachers during the focus group described the College Café, which is a program for juniors and seniors that exposes them to both the skills and experiences they will need for college. These include sessions on academic writing at the college level, visits to local colleges, and college application assistance. The school offers College Café and tutoring opportunities as part of its Residential Program, beyond the normal school day. Students described various ways that the school prepares them for college, mentioning that the school takes students “step-by-step” through the college application process. Observers noted a prevalence of on-task behavior throughout classrooms, as well as high expectations for completing learning tasks on the part of teachers. According to observations, most students were fully engaged in learning tasks, and teachers engaged students through a progression of low level and high level questioning, thereby supporting students in improving critical thinking skills required beyond SEED.</p>

Goal as Identified by the School	Evidence
<p>Appreciation for the value of education, including the motivation and desire to better oneself through learning.</p>	<p>During the teacher focus group, teachers discussed their strategy for instilling an appreciation of learning into their students. One strategy they described was to make explicit connections for students between subject areas, such as art and math. Teachers described their frequent collaboration, which supports interconnectedness of subjects. Teachers described, and reviewers observed, the constant positive reinforcements given to students to motivate students to continue doing better. Teachers described frequent recognition events, such as quarterly Honor Roll assemblies, Grit awards (for students who demonstrate “grit”), and informal recognition at community meetings; such events are, according to the school leaders, intended to reinforce positive behaviors and motivate students to better themselves through school. During the student focus group, students generally expressed that SEED PCS helps them to be “better,” by giving them a sense of responsibility for their learning. Students felt that SEED Notes helped instill this sense of self-discipline and responsibility; reviewers saw very consistent use of SEED notes, supporting students in instilling this sense of responsibility and discipline. Observers noted students’ desire to learn and to share what they learned through their enthusiasm for sharing what they have done with a learning task with instructors.</p>
<p>Development of the social, behavioral, and personal skills required for success in life.</p>	<p>Focus group discussions and classroom observations revealed SEED’s strategies for preparing students socially, behaviorally, and personally for success in life. The administrators described the “Model of Care,” which is a support system model. Administrators, students, and teachers described, and reviewers observed, SEED Notes at the middle school level and Core Values Cards at the high school level. Observers saw students carrying these with them from class to class, and teachers monitoring and tracking student behavior, both positive and negative. According to focus group discussions with administrators, teachers, and students, and based on reviewer observations, students receive feedback in each class on how they have demonstrated a particular social skill. During the student focus group, students expressed the feeling that SEED PCS reinforces “the little things” that will make them responsible adults.</p>

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of SEED PCS is to provide an outstanding intensive residential education program to at-risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world. This is what PCSB staff and consultants looked for when visiting the classrooms and conducting the focus groups.

In focus groups and classroom visits, the QSR team found that day-to-day operations and activities were aligned with the mission of SEED PCS. During focus groups with administrators, teachers, and students, stakeholders described various strategies used to prepare students academically and socially for success beyond the school. All the focus groups described, and classroom observations confirmed, that the school uses various strategies to meet students at their level academically and to push them beyond.

Reviewers observed many teachers assessing student progress on an immediate and individual basis in order to provide scaffolding where necessary for students to achieve mastery of the content. Students confirmed during the focus group that staff provides individual support constantly, both during class time and during after class tutoring sessions. The teacher focus group described the heavy use of data, both academic and social, in order to ensure that students receive customized academic and social support to prepare them for success. With students who are having particular challenges succeeding academically or socially, teachers described the use of the Teacher Assistant Team, whereby a team of teachers convenes to discuss the student's challenges and to come up with a solution.

SEED PCS uses the Model of Care support system, which allows for monitoring of student progress towards Habits for Achieving Lifelong Success (HALLS). Focus groups described, and reviewers observed, students receiving feedback from teachers after every class period on their progress towards these habits. Generally, reviewers observed structures and operations at the school aligned to its mission and vision.

PCSB staff did not attend a board meeting because of scheduling challenges, though PCSB did review one set of board minutes. Among other reports given during the May 2012 board meeting (the last meeting for which Board minutes are available), the minutes included a discussion from the Head of School and the Head of the Education Program Committee. The Head of School is looking to increase resources and innovation around the arts, young men, technology, and blended learning at SEED PCS. The Head of School said that of the 42 seniors who were eligible to graduate, 36 had been accepted into at least one college. In the same minutes, the education program committee members of the board said that "today's iteration of Student Life is the best they have seen so far," though specifics as to why were not included in the board minutes.

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.

In Creating an Environment of Respect and Rapport, 85% of classrooms observed scored proficient or exemplary. Reviewers observed that teachers and students interacted with each other in polite and friendly ways. Students frequently demonstrated their trust in teachers, as many asked for help completing learning tasks. Most teachers positively reinforced on-task behavior by students, which school leaders discussed as an example of how the school carries out its mission in day-to-day instruction.

In Establishing a Culture of Learning, approximately 80% of classrooms observed scored proficient or exemplary. Teachers clearly and consistently enforced rules and expectations in class. In most classrooms, boards included “Do Now” activities, agendas, and subject-specific strategies (such as those around essay-writing or answering word problems). Observers saw inconsistent rigor across all classrooms; in some cases, students seemed ready to move on to more content or explore content in a deeper way. In these classrooms, students required very little wait-time in order to answer questions, and/or students moved on to the next part of the learning task even though the teacher had not done so.

Approximately 85% of classrooms observed scored proficient or exemplary in Managing Classroom Procedures. Classroom routines functioned seamlessly. Teachers had expectations posted and reinforced consistently throughout classrooms. Transitions during class, between activities, were quick, with students moving between learning tasks without incident. Throughout the classrooms observed, most students were generally productive as evidenced by their time completing the learning task and engaged in academically focused conversation with peers or their teacher.

Eighty percent of classrooms observed scored proficient or exemplary in Managing Student Behavior. In the vast majority of classrooms, students behaved appropriately. Teachers' responses to infrequent student misbehavior were generally effective and worked to get students back on task. Teachers responded to students in age-appropriate ways. In a small number of classrooms, some students seemed disengaged with the

instruction, as demonstrated by their lack of participation in discussion or by not doing the learning activity, though they weren't disruptive. Some teachers seemed to make little attempt to re-engage these few students who were not participating in the learning activities.

In the Organization of Physical Space, 90% of classrooms observed scored proficient or exemplary. Generally, classrooms seemed safe and orderly. Observers noted classrooms where teachers used technology in innovative, instructive ways, such as putting stories on iPads and asking students to identify various elements (conflict, setting, etc.). Teachers generally had arranged classrooms to support instructional goals and learning, whether this arrangement included small clusters of desks to facilitate group work or pairs of desks to enable pair-share.

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 80% of classrooms observed 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 Communicating with Students, 85% of classrooms observed scored proficient or exemplary. Teachers generally presented content in clear and correct ways, with explanations in student-friendly language. Teachers generally told students what they would be doing during the class time, and throughout the class, re-stated the specific steps students should be taking to complete a learning task. In the vast majority of classrooms, teachers attempted to make content engaging and relevant by tapping into student interest. The review team did observe a few classrooms where teachers missed opportunities to connect content to real life experiences.

In Using Questioning and Discussion Techniques, three-quarters of classrooms observed scored proficient or exemplary. Observers generally saw teachers using a logical progression of questioning complexity, establishing base-knowledge with low-rigor questions and then moving on to more complex, critical thinking questions. In some classrooms, low rigor questions dominated the discussion, with little progression towards more open-ended, critical thinking questions. Most students seemed actively engaged in group discussions. Most students seemed enthusiastic about raising their hands and demonstrating their knowledge.

In Engaging Students in Learning, 75% of classrooms observed scored proficient or exemplary. Continuous student engagement in transitions throughout the lesson provided evidence of appropriate pacing by teachers in most classrooms. In some classrooms, students had choices in the way they completed a learning task, whereas in other classrooms, teachers expected students to complete learning tasks in one particular way. In many classrooms, observers noticed teacher and/or class-made learning materials, such as character trait charts or charts outlining processes for completing word problems, ensuring that instructional materials were relevant to lessons (as opposed to store-bought materials, which may be generic). Observers noticed predominantly teacher-led, whole-group instruction.

In Using Assessment in Instruction, approximately 90% of classrooms observed scored proficient or exemplary. During the QSR team's unannounced visit, when the school had low attendance due to a power issue the previous evening, teachers seemed to capitalize on having a small number of students in class by working with them on an individual basis. Observers noted that teachers frequently elicited feedback from students to provide evidence of their mastery of content, or their need for more support. Teachers, in turn, provided constant and immediate feedback to students around their progress towards mastery of content. Reviewers observed few instances of student to student assessment and self-assessment.

In Demonstrating Flexibility, 75% of classrooms observed scored proficient or exemplary. In the majority of classrooms, teachers scaffolded instruction when students had difficulty understanding concepts. Teachers were persistent in supporting students to understand material, and used various strategies to do so, such as explaining concepts in different ways, using additional examples, and appealing to different learning modalities (audio, visual, and hands-on).

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

Based on the review team's observations and discussions with focus groups, SEED PCS has implemented programs and provided resources to help students who are struggling academically to meet school goals, with an individualized approach to the education of each student. Administrators and teachers discussed the heavy use of academic and social data in order to ensure all students, both special education students and their general education peers, are progressing, and to identify which students need extra support. Teachers described "Data Day" on Fridays where they come together to examine data, and list students they are concerned about; this serves as a way of ensuring "no one slips through the cracks." The student support team described how SEED staff grade student interim assessments as a team to identify students who are doing well and those who need additional support. The Teacher Assistant Team provides an opportunity for teachers to come together as a team and focus on individual students identified as struggling to meet the school's academic and social goals. Administrators, teachers, and students described tutoring as part of its residential program, beyond regular class hours, when students who are not progressing towards mastery of

content can get additional support. Students described “study zone” which seemed to be a type of study hall where students were able to get support, if needed, from Resident Assistants or teachers.

SEED PCS’s special education program operates with an inclusion model. Teachers reported, and reviewers observed, multiple adults in many classrooms; these adults were usually circulating throughout the room, working with individual students to support them on learning tasks. Students described frequent support from teachers when they “speak up,” or raise their hands indicating confusion over a learning task. During the focus group with the student support team, the life skills counselor and the special education department head described their collaboration to support all students, from those requiring additional academic support to those requiring mental health services. Rather than treat special education students as a separate population, multiple systems at SEED PCS seem to support the individualized approach to learning for all students. The inclusion model, with multiple adults supporting student progress in all classrooms, facilitates individualized attention. The school schedule reflected, and reviewers observed, that the special education teachers (one for ELA and one for Math) circulated throughout the school, and provided specialized instruction and support for all students in classrooms. Reviewers observed that teachers consistently checked for student understanding throughout the lessons, and provided scaffolding to individual students where needed to complete learning tasks. Overall, SEED PCS seems to support learners on a very individual basis to ensure their success.

The administrators reported that they do not have ELL students. Thus, the school’s performance on this element of the rubric 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

During the teacher focus group, teachers described various opportunities for professional development, both in-house and beyond the school. Every August, the school offers a two-week professional development institute for teachers, in which some sessions are mandatory and others are optional. Mandatory sessions include a professional development on the school-wide behavior support system, Model of Care, as well as CPR training. Teachers also described various other opportunities for professional development outside the school, and expressed that they feel like their administration supports any professional development that they may find useful. The school provides professional development in Readers and Writers Workshop every summer, and sends interested teachers to Teachers College during the fall, according to teachers. Coaches also provide support on an ongoing, as-needed basis. Teachers said that their administration is constantly asking them about the areas around which they need coaching as a way of providing differentiated support.

The QSR team did not observe any evidence related to a specific professional development program targeted towards novice teachers.

SCHOOL CLIMATE

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

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

School Climate Summary

Through focus group discussions with students, teachers, and administrators, and based on school observations, the review team concluded that SEED PCS provides an orderly and safe learning environment for students. Administrators, teachers, and students described, and reviewers observed, the consistent implementation of SEED's Model of Care, a behavior and social support system that encourages students to develop Habits for Achieving Lifelong Success (HALLS). Teachers described the yearly professional development they attend based on successful implementation of the Model of Care. Observers witnessed the use of SEED Notes in the middle school and Core Values Cards in the high school, which gave teachers the opportunity to provide individual feedback on progress (both positive and negative) towards HALLS for students after each class. All students reported feeling safe at the school during their focus group discussion. Based on classroom observations, reviewers noted that students and teachers demonstrated mutual respect, creating an orderly environment conducive to learning.