



April 11, 2013

Le Roy Eakin III, Board Chair
DC Preparatory Academy PCS – Benning Campus
707 Edgewood Street, NE
Washington, DC 20017

Dear Mr. Eakin:

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

- School eligible for 10-year Charter Review

Qualitative Site Review Report

On February 21 and 26, 2013 a Qualitative Site Review team conducted on-site reviews of DC Preparatory Academy PCS – Benning Elementary (DC Prep PCS – Benning). The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson's *Framework for Teaching* observation rubric. We also visited a board meeting 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 DC Prep PCS – Benning. Thank you for your continued cooperation as the PCSB makes every effort to ensure that DC Prep PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that DC Prep PCS contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students and Parents are satisfied with the school.	<p>In the focus group, administrators stated that in the past five years there have been leadership transitions with which the parents were unhappy. The current principal’s strength is working with parents, and parent participation is encouraged through several school initiatives that promote parent involvement such as the Valentine’s Day Dance and Daddy Drop-off. Parent leadership is promoted through the Parent Action Team that meets monthly and quarterly parent association meetings.</p> <p>Due to multiple scheduling conflicts, a review team member was unable to attend a parent event at DC Prep PCS.</p>
Students abide by DC Prep’s code of conduct, demonstrating good habits, character and leadership.	<p>The school focuses on dual characteristics of academics and character. In the focus group, the administrators reported that teachers and students demonstrate appropriate social and communication skills. This mutual respect between students and adults was observed by the review team throughout the site review visit. In the focus group, students were able to articulate the school’s core value of doing the RIGHT thing (Respect, Intelligence, Genuine, Hard-working, and Team-oriented).</p>
Students graduate with an eighth grade level of academic competency or better	<p>Although the Benning Road campus only serves students up to third grade this year, the LEA serves students through eighth grade. It is evident that the school is preparing students to succeed academically. Teachers, administrators, and students reported that there is continuous assessment throughout the year. Teachers use the results to provide more targeted instruction to address student weaknesses. There are DC CAS “prep” activities to prepare students academically and psychologically to do well on the DC CAS, such as “baseball game-plan” and countdown to DC CAS. Homerooms are given college names to remind students they are expected to go to college.</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 DC Prep PCS is to “bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges”. This is what PCSB staff and consultants looked for when visiting the classrooms and board meeting, and conducting the focus groups.

School and district administrators report that the school is making progress towards its educational goals through its dual focus on academics and character education. Administrators state that student progress is continually monitored, assessed, and reported to provide parents and teachers information on student achievement. Intensive academic support is provided to enable struggling students to catch up and enrichment activities are provided to advanced students. Administrators acknowledge and celebrated student progress, from students scoring proficient on standardized assessments to recognition of students who have made significant gains even if not at proficiency levels. The school prepares students psychologically and academically to do well on tests. The third grade students readily discussed how they needed to “score proficient” on the A-Net so they “can move to another grade, get a scholarship to college, and get a good job when they graduate”. There is a “Math Hall of Fame” wall with certificates and pictures of individual students who scored proficient on the A-Net interim assessment, as well as pictures of past award winners. Administrators reported that DC Prep has purchased laptops for second graders to prepare them for the PARCC assessments by giving them experience using a computer to take tests.

The academic focus of the school was obvious to the QSR team. In the prekindergarten classrooms, small group settings and centers were used to integrate the social skills and the academic curriculums. Teachers pulled small groups of students for more intensive work while other students worked at centers. School leaders described kindergarten classes as having four teachers for three homerooms. Students are assigned to one teacher all day and the fourth teacher rotates and provides more targeted instruction where needed. Administrators stated the school places more focus on acquiring literacy and numeracy skills in the pre-kindergarten and kindergarten grades. The elementary school serves first through third grades and is departmentalized into reading, math, social studies, and science. The students stay in classrooms and the teachers move from class to class. There is one special education teacher for each grade and there is co-teaching in all classes between regular and special education teachers. The administration stated the departmentalized model in the elementary school allows for a greater focus on instruction.

To raise expectations about college attendance, each class is named after a college or university. In addition, there are daily Prep Sessions where all adults in the building teach. The Prep Session focus individualized attention on reading and other individualized needs of the students.

DC Prep PCS – Benning campus’s commitment to character education is reinforced throughout the school. Elementary students readily refer to the school motto “Do the RIGHT Thing” (Respectful, Intelligent, Genuine, Hard-working, and Team-oriented) and it is displayed in classrooms and on walls in hallways. All students learn “Prep Skills”, school readiness social-emotional skills that are an integral part of the curriculum and practiced in centers, small groups and other school activities.

A PCSB staff attended DC Prep’s November 13, 2012 Board meeting. The staff member observed that the Board governs and manages the school in a manner consistent with the goals and mission of the school. The Board discussed the campuses’ academic performances and interim test results. In addition, the school budget was discussed with an emphasis on how it will support the leadership team’s efforts. It should be noted that congratulations were extended to the DC Teacher of the Year, who is employed at DC Prep PCS – Edgewood MS. At the QSR visit, the administration also stated that the Board wants assurance that there is a leadership pipeline and encourages the school to “promote up” rather than constantly looking for new talent. The Board wants to develop quality schools but also look to growth and expansion.

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 90% of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Ninety percent of all classrooms observed scored proficient or exemplary on Environment of Respect. Teacher to student interactions were highly respectful and teachers reflected a warmth and sensibility towards all students. Positive behavior was acknowledged. The “RIGHT” motto was prominently displayed in elementary class rooms and were often used by teachers to redirect behavior. Teachers redirected student behavior by moving closer or speaking quietly in a polite tone.

Ninety percent of all classrooms observed scored proficient or exemplary on Culture of Learning. In several classrooms, teachers articulated a belief in students’ abilities such as, “Oh my gosh, can I brag?”, “You guys have certainly “prepped up”. Teachers also set the tone for quality work and the purpose of the lesson. As students moved from one topic to another, some teachers used students to lead the countdown strategy during transitions expressing the value of time and the importance of the next task, students worked individually to solve problems and demonstrated a focused effort to complete the assignment. Students showed an understanding of the seriousness of their learning by demonstrating or expressing a desire to do well such as giving a “YES!” when they answered correctly or heartily presenting evidence to defend their answers.

Ninety percent of all classrooms observed scored proficient or exemplary on Managing Classroom Procedures. Classroom procedures were well established and routines for completing whole group and center work were in place but functioned unevenly from one class to another. Teachers used proximity and cooperative learning strategies to facilitate transitions from one activity to another and rotation between academic groups.

Eighty-five percent of all classrooms observed scored proficient or exemplary on Managing Student Behavior. Clear standards of conduct and expectations for behavior were posted in classrooms. Some teachers used reinforcement of positive behavior as a management technique. However, in a few classrooms, monitoring and redirecting behaviors was time-consuming and interrupted the lesson momentum.

All of the classrooms observed scored proficient or exemplary on Organization of Physical Space. The arrangement of furniture allowed for ease of movement in transitions and access to all materials and supplies. Classroom supplies and materials were well organized and labeled. On the days of observation, there was limited evidence of student use of technology.

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

Most striking about DC Prep PCS – Benning Campus was that almost all (98%) of classrooms were rated proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

All of the classrooms observed scored proficient or exemplary on Communicating with Students. Several teachers required students to rephrase using complete sentences and motivational chants were used to encourage students to do their best work and teachers linked lesson content to students' interests.

All of the classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers asked questions that provoked discussion and required students to provide reasons for their way of thinking. Activities were designed to pique students' interest resulting in high levels of student participation. Most students had an opportunity to respond to teacher questions.

All of the classrooms observed scored proficient or exemplary on Engaging Students in Learning. Lessons were observed to be well-paced and motivated students to engage in thoughtful discussion and to interact with the content in new and different ways. Students were actively engaged in the lessons. Teachers generated enthusiasm and interest in the topics and motivated students to focus on each activity.

All of the classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Teachers incorporated assessment strategies into each lesson. Whole group discussions provided evidence of student understanding as questions were posed, students explained thinking and received immediate feedback from teachers, and exit tickets provided information for individual assessment.

Ninety percent of all classrooms observed scored proficient or exemplary on Demonstrating Flexibility. Resource staff was used to work with students that were having difficulty with the content in various classrooms. The review team observed teachers monitoring student discussions during "turn and talk" time to check for understanding and modify lessons based on students' responses. Teachers also monitored student groups and clarified or modified the lesson or activity to promote understanding.

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

Teachers, administrators and students reported that assessments are administered regularly to determine the academic needs of students. Administrators reported that the benchmark assessments and classroom quizzes are given throughout the year to inform efforts to modify and adjust instruction as well as develop targeted intervention programs for individual students. The review team observed teachers using differentiated instruction to students who were clearly at different levels in mastering the content. According to teachers, there are enrichment activities and book clubs for advanced students and intensive academic programs such as Prep Sessions for struggling learners. Special education students are taught in an inclusive setting and, when necessary, are pulled out for more individualized attention. There is a special education teacher for each grade, and regular and special education teachers implement a well-coordinated co-teaching model. There are five English language learners who receive support services from an ELL intervention specialist.

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

Administrators reported that teachers receive ongoing professional development every Friday and during other targeted professional development days. There are “data days” four times a year where individual student and school-wide data is discussed. An outside consultant provides an analysis for reading data. Data is collected from Lumos, DC Prep PCS’s data warehouse. Friday professional development sessions provide time for data reflection where teachers discuss individual students. Math and literacy coaches, as well as the special education coordinator lead professional development sessions and model lessons. Teachers also get individualized support through feedback from classroom observations. The administration’s policy is to have six “touch points” per teacher every quarter. Teachers can also go on “excellent school visits” where teachers visit nationally recognized schools.

DC Prep PCS provides a two and a half week orientation for new teachers in August and staff development training throughout the year. Literacy coaches are assigned to provide direct assistance to new and struggling teachers.

SCHOOL CLIMATE

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

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

School Climate Summary

The review team observed that the physical environment of the school is aesthetic in design as well as focus. The walls and floors are colorful and the school is large. In the main reception area, school and student data is posted. Professionally mounted photos of individual students, students working together, and teachers working with students gives the school a warm, welcoming look. There are 8 x 10 photos of individual students next to their certificates for meeting milestones on the Achievement Network interim assessment as well as a “Math Hall of Fame” wall, photos of past award winners, DC-CAS data showing the percent of students reading above grade level, and pictures of individual students that made large growth gains in literacy. There are open spaces colorfully decorated to accommodate physical education as well as small group activities. The academic culture is infused in the school through “Everything Prep” mottos, such as “prep persistence” and “prep-stars”, were observed.

The review team observed respectful interactions among teachers and between teachers and students for the duration of the visit.