



April 11, 2013

Le Roy Eakin III, Board Chair  
DC Preparatory Academy Public Charter School  
701 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):

- o School eligible to petition for 10-year Charter Review

### **Qualitative Site Review Report**

On February 8 and 20, 2013, a Qualitative Site Review team conducted on-site reviews for DC Preparatory Academy Public Charter School – Edgewood Elementary School (DC Prep PCS – Edgewood ES). The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

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

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Prep PCS – Edgewood ES. 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,

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

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes DC Prep 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 Qualitative Site Visit.

Goal	Evidence
Students and Parents are satisfied with the school.	<p>Students in the focus group said that they loved their school because they will be able to go to college and be smart. Students articulated that they liked the Prep Notes, the school’s token system, because they were able to use money at the school store to purchase items and they liked receiving acknowledgements for appropriate behavior. The administrators in the focus group said that at the beginning of the year, parents had issues with the strict discipline code, such as wearing a belt at all times with shirts tucked in, but they soon adjusted to the school policies.</p> <p>Unfortunately, due to repeated scheduling conflicts, PCSB was unable to observe a DC Prep PCS parent event. As such, the QSR team was unable to directly observe parents’ satisfaction with the school.</p>
Students abide by DC Prep’s code of conduct, demonstrating good habits, character and leadership.	<p>The observation team noted that DC Prep’s code of conduct is evident in every aspect of student life at the school. The school has developed the RIGHT values (Respectful, Intelligent, Genuine, Hardworking, and Team oriented) for students to ensure that they develop personal character traits to be successful in life. The review team observed RIGHT posters prevalent throughout the building and posted in every classroom. In the student focus group, students articulated the RIGHT values and indicated what they do to exhibit the behavior indicated for each value. The review team also observed that the school has also developed a token economy system, called Prep Notes, which the team noted students using to track their behavior and their academics. The teachers and students stated the behavior and academic tracking occurs each day and the students are rewarded for their efforts with tokens. Students said tokens are taken away from students for inappropriate behaviors. Students are able to purchase articles from the school store at given times with the tokens and are eligible to receive recognition for appropriate character qualities. In the observed classrooms, students were well behaved and adhered to classroom rules and procedures. The routines were consistent in classes and students were self-directed, assuming leadership roles in the learning environment such as collecting papers, passing out materials, and being line leaders. The review team also observed that students transitioned from class to class in orderly lines with the early childhood students placing their hands on their hips as they walked in the halls.</p>
Students graduate with an eighth grade level of academic competency or better.	The QSR team neither looked for nor observed any evidence related to this goal.



## SCHOOL MISSION

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

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

### School Mission Summary

According to the charter application, the mission of DC Prep Public Charter School 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, attending a board meeting, and conducting the focus groups.

The focus groups revealed that the Board, the leadership team, and the staff have a clear understanding of the mission and goals of the school and have developed two pillars, one academic and one cultural, to ensure that the mission and goals are implemented with fidelity. Classroom observations evidenced a proficient staff at the school to ensure high academic standards and effective procedures. The school has developed the RIGHT values (Respectful, Intelligent, Genuine, Hardworking, and Team oriented) for students to ensure that they develop personal character traits to be successful in life. RIGHT posters are prevalent throughout the building and are posted in every classroom. In the student focus group, students articulated the RIGHT values and indicated what they do to exhibit the behavior indicated for each value. Administrators explained that the school has also developed a token economy system, called Prep Notes. Students track their behavior and their academics each day and are rewarded for their efforts with tokens. Tokens are removed from students for inappropriate behavior. Students are able to purchase articles from the school store at given times with the tokens and are eligible to receive school wide recognition for appropriate character qualities.

Classroom observations showed that classroom interactions among the teachers and students are respectful, with teachers demonstrating persistence. It was evident from these observations that teachers encouraged students to probe for deeper meanings to the classroom discussions. In addition, students transitioned between classroom activities with little loss of instruction time. It was noted in the classroom observed that the teachers' universities' paraphernalia were posted on the walls in the classrooms.

According to the teacher focus group participants, administrators support the mission of the school by providing continuous professional development throughout the year for staff to enable them to deliver high quality instruction and implement classroom procedures and routines with fidelity. The teacher focus group also discussed the co-teacher model and how the support for teachers with an array of coaches contributes to their success in the classrooms.

A PCSB staff person 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 by the Board to the DC Teacher of the Year, who is employed at DC Prep PCS – Edgewood MS.

## CLASSROOM ENVIRONMENTS

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

Class Environment	Limited	Satisfactory	Proficient	Exemplary
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Organizing Physical Space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

### **Classroom Environment Summary**

Overall, all of the classrooms observed scored proficient/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.

All of the classrooms observed scored proficient/exemplary on Environment of Respect. The review team observed that classroom interactions among teacher and individual students were highly respectful. Students listened respectfully to one another and turned to the speaker to listen. Teachers directed student behavior with positive interactions. The observers heard comments such as, “Students listen respectfully to one another and turn to face the speaker, whether it is a teacher or not,” and “I will call on someone who is raising their hand respectfully and then we will all lower our hands and track that person.” The review team observed that in a few classrooms the teachers attempted to respond to disrespectful behaviors with uneven results.

All of the classrooms observed scored proficient/exemplary on Culture of Learning. Classroom observations noted teachers communicating expectations of quality of work and recognizing effort. The classroom culture was observed to be cognitively busy; students were active with their assignments, be it working in teacher-led groups, on the computers, or independently. Also, teachers demonstrated persistence in getting students to give the correct answers by asking other students to help the struggling students. Teachers used mantras, hand clapping, stomping, and hand waving to support the learning activities. All students had their Prep Note sheets for the day on clipboards placed on their desks and observers noted that the students used them during class either to receive points or demerits. The teachers' universities' paraphernalia were posted on the walls in the classrooms. RIGHT values were also posted in the classrooms along with the classes' goals. In the student focus group, students were able to articulate the RIGHT values and how their behavior adheres to the system. They also were very clear as to how the Prep Notes economy system is implemented at DC Prep PCS. Students indicated that attendance at DC Prep PCS will enable them to attend a “good” high school and college.

All of the classrooms observed scored proficient/exemplary on Managing Classroom Procedures. In the majority of classrooms observed, the use of rituals, routines, and procedures were smooth and consistent. Students followed established classroom rules and routines. The review team also observed that teachers used timers for setting the pace of activities in the classes. The observation team noted little loss of instructional time as students transitioned between activities within the classrooms; however, in a limited number of classrooms these transitions were not as smooth as in others and it took more time for the students to get on task.

All of the classrooms observed scored proficient/exemplary on Managing Student Behavior. Classroom observations revealed that the standard of behavior has been established with a code of conduct that is prevalent throughout the building. Students assume the responsibility for their behavior and are held accountable for their actions with the Prep Notes. Teachers acknowledge good behavior. The review team noted comments such as, “He is sitting Prepped up and everyone at his table is following directions, and he is earning a respectful addition because he is prepped up.” Students transitioned in the halls in quiet lines with their hands on their waists. In a limited number of cases, the teachers tried, with uneven results to monitor and respond to student misbehavior.

All of the classrooms observed scored proficient/exemplary on Organization of Physical Space. During the team’s observations, classrooms were bright and clean. Walls were covered in learning related materials and content, and data and goals were posted in every classroom observed. In addition, teachers posed the RIGHT values in every room. Teachers had carpets on the classroom floors for students to use when working in groups. Classrooms were large and furniture arrangements were conducive to group activities. The review team also noted that learning centers were evident in classes, some of which included beanbags and tents.

## INSTRUCTIONAL DELIVERY

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

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

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

### **Instructional Delivery Summary**

Most of the classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Eighty percent classrooms observed were proficient or exemplary on Communicating with Students with a limited number scoring satisfactory. Classroom observations revealed teachers giving clear directions and procedures to students. Teachers not only gave clear oral directions but also modeled the expectations. They said, "This is how I want you to fill this out" and "This is how I want you to complete this task." In one class observed the teacher modeled the process to be followed in the learning task by creating a concrete poem on the board with input from the

class. The written tasks well-scaffolded and connected with students' prior knowledge and experiences. The vocabulary for students was appeared to be at grade level.

Three-quarters of the classrooms observed were proficient or exemplary on Using Questioning and Discussion Techniques. In most classrooms observed teachers employed effective use of students' responses and ideas. Questions were open ended, such as, "What kind of music can you tap dance to?" The review team observed that teachers asked questions with multiple correct answers, such as "Give me an example of something red." Teachers used students' responses to build more responses. The review team also noted that teachers created genuine discussions among the students and provided appropriate wait time for students to think about their responses as they examined the material presented. In a limited number of classes observed, students were reading aloud from a packet, not necessarily understanding what they were reading, and there was no check for understanding. In another instance, students answered in unison with the incorrect answer and the teacher gave them the right answer without any explanation.

Eighty percent of the classrooms observed were proficient or exemplary on Engaging Students in Learning. Classroom observations revealed students who were motivated to work on their assignments and the assignments were aligned with the goals of the lessons. Teachers' expectations were clear and given both orally and displayed visually for all students. Teachers modeled what students were supposed to do. Observations noted teachers used different types of grouping for instruction in various learning centers, including whole group, small groups, one on one, and independent. The review team also observed in some classrooms, that students had "Just Right" reading books, which have been matched with students' reading abilities.

Seventy percent of the classrooms observed were proficient or exemplary on Using Assessment in Instruction. It was noted in classroom observations that teachers paid close attention to students' understanding of the material. Teachers continually circulated the classrooms to monitor student learning and to offer feedback. Teachers continually asked questions to check for understanding. While the review team did not see exit tickets used in all classrooms observed, it was noted that conversations about exit tickets took place in the classes.

For the rubric section on Demonstrating Flexibility, the QSR team did not review teachers' lesson plans in advance and thus was unable to compare observed instruction to lesson plans. As such, the team could not identify adjustments based on student needs and as a result not all teachers observed were given a rating.

## MEETING THE NEEDS OF ALL LEARNERS

*This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.*

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
<b>The school has strategies in place to meet the needs of students at risk of academic failure.</b>	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
<b>The school has strategies in place to meet the needs of English Language Learners ("ELLs").</b>	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

### Meeting the Needs of All Learners Summary

DC Prep PCS uses an inclusion model for special education and ELL instruction, and in some instances, students are pulled from the classrooms as needed. The review team observed a pull out class for ELL and for special education. The review team staff person visited both classes and noted that students in these classes were completing the same worksheets as their classmates. The review team also observed special education instructors in classrooms working with small groups of students. In the teacher focus group, the teachers indicated that special education teachers also worked with struggling students in the classrooms who are not designated special education or ELL.

Administrators indicated that DC Prep employs a system called Prep Session which addresses intervention and enrichment for 45 minutes each day. Students are placed into groups for instruction based on their assessments. In addition, students struggling in math receive intervention during their classes' special subject time.

In addition, the teacher focus group stated that the school employs volunteers to mentor students in reading. These volunteers have been trained and are normed on what the teachers are teaching in the classes.

**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.*

<b>Professional Development</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Time is made available throughout the year.</b>	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
<b>Extra support is in place for novice teachers.</b>	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

**PROFESSIONAL DEVELOPMENT SEUMMARY**

Professional Development at DC Prep is very structured with several modules for teachers’ development. All teachers have instructional coaches and all coaches have coaches. There is an Academic Team, made up of all the coaches, which meets weekly. There are grade level teams and department teams and they meet weekly to collaborate on the established goals. Staff uses an observation rubric continuously throughout the year, and teachers indicated in the focus group that they perceive this as a learning tool to assist them. Coaches meet with teachers to develop individual and grade level goals. On Fridays, all staff meet for professional development. New teachers are paired with experienced teachers to be mentored and coaches observe their mentees weekly.

## SCHOOL CLIMATE

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

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

### School Climate Summary

DC Prep PCS is built on two pillars, academic and social behavior. These two pillars are the foundation on which the school climate revolves. As the team entered DC Prep PCS in the morning, administrators and staff greeted visitors, students, and parents while the music teacher played the piano. Students immediately reported to the cafeteria where the Head of School greeted them for the day’s character lesson.

The building is bright and clean with posters lining the halls. Transitions in the halls are quiet and students walk in single-file lines. The observation team noted the early childhood children walking in the halls with their hands on their hips. Classrooms are bright with content materials on the walls. All classrooms have the RIGHT values posted along with the big goal for the class. College themes are prevalent in the school. Teachers and staff observed always spoke to students in respectful, positive tones.

The student focus group participants said they love their school because they will be smart and go to college. They feel safe in the school, although they feel uneasy about students they deemed to be bullies. Students could articulate the RIGHT values and explain the Prep Notes. They indicated that they are proud to be acknowledged for achievements and that they are keenly aware of inappropriate behavior and the consequences given for those actions.

Teachers expressed that they feel respected and valued at DC Prep PCS. They feel it is an honor to be a part of the “best school” in DC.