



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 11, 2013

Le Roy Eakin III, Board Chair
DC Preparatory Academy Public Charter School – Edgewood Middle 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 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 14 and 20, 2013, a Qualitative Site Review team conducted on-site reviews of DC Preparatory Academy Public Charter School – Edgewood Middle School (DC Prep PCS – Edgewood Middle). 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 Middle. 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 groups said that they like their teachers and the school, though they think the discipline policy is too strict. The administrators in their focus group indicated that they knew students sometimes disagreed with the discipline policy, though the principal said that the school is very upfront with its code of conduct. According to the principal, the school meets with parents and families before the school year starts to explain the school’s high standards for behavior.</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>In the focus groups, teachers and administrators consistently emphasized the importance of character education at DC Prep PCS – Edgewood Middle, and the QSR team saw these principles clearly demonstrated throughout the school. In classes, students were consistently well behaved and responded promptly to teachers’ behavior cues. The QSR team saw almost no behavior issues in the classroom observations, as students self-regulated their behavior and heeded teachers’ warnings. Some classrooms had student leaders with various roles, such as checking other students’ work, collecting papers, and recording homework points. Student greeters politely welcomed the QSR team observers into some of the classrooms.</p> <p>All teachers used Prep dollars, a detailed system in which students earn both “responsible dollars” and “irresponsible dollars” for a variety of character and life skills, such as doing high quality work and advocating for oneself. Students are responsible for tracking their Prep dollars each day on their Prep Note, which also tracks their hall passes, and is sent home for the students’ families to review.</p> <p>The student focus group participants were well spoken and polite towards each other and the QSR team; they all participated in the conversation and offered their opinions.</p>

Goal	Evidence
Students graduate with an eighth grade level of academic competency or better.	The QSR team did not review student assessment data, and thus cannot speak to the school's performance on this goal. However, the school's high standards for student achievement were evident throughout the school. For example, there were several posters in the hallways with famous figures and the words "Zooming Past Z," referring to the school's goal of having all 8 th graders graduate at or beyond "Z" on the Fountas and Pinnell reading level scale.

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 “provide middle school students in Washington, D.C. with an outstanding education emphasizing academics, character and leadership. This education will prepare our graduates to attend top high schools and to develop the skills, knowledge and character necessary for further academic achievement, professional success and civic leadership.” This is what PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

The administrators and staff at DC Prep PCS – Edgewood Middle seem to have aligned their everyday operations with the school’s mission. The academic program is rigorous, evidenced by the QSR team’s classroom observations, which are described in more depth below, and the school’s high Tier 1 status on PCSB’s Performance Management Framework (PMF) for both 2010-11 and 2011-12. The classrooms observed provided rigorous instruction with clear standards and learning objectives. Every afternoon, students attend Prep Sessions, which provide targeted instruction for re-teaching, additional support, and enrichment. The QSR team observed a strong character education program, which is deliberately included in every class period through the use of Prep Notes and Prep dollars, and, according to the principal, accounts for a full 50% of instruction for the first few weeks of each school year. According to the principal, teacher professional development sessions regularly focus on how to include character instruction in everyday teaching. During the scheduled visit, the QSR team heard the morning announcements over the PA system, which included the awarding of the Golden Clock for punctuality and the Brawny Brain for homework completion. The Assistant Principal indicated that the Prep Skills are scaffolded by grade. The QSR team did not observe evidence of specific instruction or strategies related to leadership development.

The school has several programs in place to help its students attend top high schools and succeed. The principal indicated that 100% of the school’s alumni go to selective high schools; she specifically mentioned School Without Walls, McKinley Tech, and Banneker. The school’s high school placement counselor starts working with DC Prep families as early as 6th grade to develop a short list of target high schools based on students’ interests and achievement. The high school placement counselor also helps with securing financial aid, completing applications, and coordinating school visits. DC Prep PCS – Edgewood Middle hosts informative events for parents, such as boarding school nights, which are limited to students who performed at Advanced levels on the DC-CAS, and charter school nights. DC Prep PCS’s central office also provides academic support to alumni, including SAT and ACT preparatory courses and weekly on-campus study halls when alumni can come back to the school for additional academic support.

The school uses data for decision making at several levels. The teachers and administrators explained how they use student assessment data to determine Prep Session groupings and identify specific content for re-teaching. Teachers’ performance bonuses are explicitly linked to student assessment data. In classrooms, the QSR team observed data walls, such as one with the “100% Club”, “90% Club”, “80% Club”, and the “Almost There” group based on interim assessments. The principal further described how the school has used data from the Prep Notes, which track student behavior, to prioritize specific elements of the Prep Skills in character instruction. The example she gave was of the 5th grade needing to focus on working well with others.

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 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
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

Almost all of the 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.

Almost all of the observed classrooms were proficient or exemplary in creating an environment of respect, though some were on the cusp of proficient and satisfactory. The relationships between the students and teachers were mutually respectful. Students were also kind and respectful of one another. For example, teachers regularly reinforced good behavior with kind words, saying things like, “I love how you’re tracking right now,” or “Thank you students who participated.” In each classroom observed, phone numbers for the teachers for the grade level were posted clearly; according to the principal, teachers are expected to be available to students and their families until 8pm. The team observed no instances of explicit disrespect, though in some cases, the relationships between teachers and students seemed more formal than warm.

All of the teachers observed were rated proficient or exemplary in establishing a culture for learning. The classrooms are named after colleges and universities. Each grade level has a slogan related to its area of focus, such as Pride and Fly High. Many teachers led students in congratulating or supporting their fellow students’ contributions with clapping, stomping, or chants. Students understood the Prep Skills and why they were given responsible and irresponsible dollars; the student focus group participants could articulate the details and importance of the Prep Skills, specifically mentioning that these are skills they will need in college and life.

All classrooms observed were rated proficient or exemplary in managing classroom procedures. The QSR team found that the school has good tools for both classroom management and instructional delivery and uses them consistently. For example, the team observed several teachers using the same language in instruction, such as “jotting” short responses to prompts, a consistent scale of voice levels, and common hand signals. Classroom routines were clearly established; the QSR team observed smooth classroom transitions with little loss of time.

The classrooms observed were similarly capable in managing student behavior. The QSR team observed almost no incidences of student

misbehavior, and no significant disruptions. The teachers have clearly established preventive measures, and were able to use the “irresponsible dollars” in the Prep Notes as warnings rather than punishments.

The organization of physical space was another aspect of the school’s operations where the QSR team noted consistently high performance. The classroom walls were covered in material key to the school’s mission, including both academic and character development materials. Some posters were consistently displayed in all of the classrooms observed, including the Prep Skills letters, No Excuses Writing Rules, and a checklist of the Writing Process. Teachers used projectors and Promethean boards to display lesson content and, in some cases, interact with the material. The classroom libraries were abundantly stocked, some with five or more full bookshelves, and well organized, by reading level or subject or both.

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

Almost all of the classrooms observed 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. However, there were a few classrooms that were more satisfactory than proficient, or on the cusp, when it came to using questioning and discussion techniques, engaging students in learning, and using assessment in instruction.

Teachers gave clear directions orally, in writing, and through modeling. For example, one teacher said, “First I’m giving you an example of how it looks and then we’ll do it together.” Other teachers modeled “sitting in Prep”, with straight posture and their hands folded in front of them, as they called on students to participate in class discussion. Teachers consistently used correct grammar and expected students to do the same,

correcting them when they made mistakes, regardless of the subject. Teachers had expert knowledge of the curriculum content and used good vocabulary with the students.

The QSR team observed that most teachers used rigorous questioning and discussion techniques. They asked questions based on analysis and predictions, and asked students to make connections between the content and past learning or real life experiences. One teacher observed used a rolling motion with her hands to push students to provide more depth to their responses. This was not an isolated example; most teachers encouraged students to explain how they arrived at their answers. In some cases, students guided discussion, asking questions that required higher-order thinking. However, in some cases, all of the student-initiated questions seemed to come from the same subset of students in the class, rather than from many different students. In limited cases, teachers asked questions with a single correct answer, though those cases were often more to engage students than to support comprehension.

The QSR team observed that almost all students were consistently engaged in the instruction at hand, with limited cases of students not reading during sustained silent reading time, or talking off topic during small group work. Teachers used a variety of oral and physical cues to engage students when their attention began to drift, including snaps at specific students, “Check”/“Check Back”, “Track me” or “Track the board”, and gentle touches to students’ heads or shoulders. Teachers also used technology to assist students in following instruction. For example, one teacher circled a specific paragraph from the reading on the projected image and took notes as students answered questions about the material. This was not an isolated incident; many teachers underlined sections of the reading, wrote solutions to problems, or displayed timers on their boards.

Most teachers used assessment effectively in instruction. The QSR team observed several teachers using exit tickets, though the team did not observe the beginning and end of every class period. Teachers constantly circulated during independent work, giving one-on-one attention to check for comprehension and to assist students in completing work or going beyond simple answers. In some cases, specific students checked other students’ individual work so the teacher could work in depth with a smaller group of students. Teachers mentioned their constant use of the Achievement Network (ANet) and other interim assessments during the teacher focus group. In one classroom, the QSR observer noted a large stack of ANet reports on the teacher’s desk.

Though the principal asked teachers to make their lesson plans available to the QSR team, the Qualitative Site Review did not include an in-depth review of lesson plans. As such, in several cases, the observer was unable to compare teacher instruction to lesson plans, and could not assess teachers’ flexibility in adjusting their lesson plans based on student needs and interests. The QSR team only assigned scores to about half of the teachers observed. Of the teachers who were rated, about four-fifths were proficient or exemplary in Demonstrating Flexibility. These teachers adjusted their pacing based on demonstrated student comprehension and went back to students for one-on-one discussion as necessary. The QSR team also observed teachers modifying work for groups of students, assigning different reading for students at different levels or asking some students to complete more problems during individual work times.

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

DC Prep PCS – Edgewood Middle differentiates instruction every day in Prep Sessions, which provide remedial or enrichment instruction for homogeneous groups of students who are grouped by assessed achievement and grade level. In the undifferentiated classrooms, teachers modified work for different groups of students. The school also has a homework block at the end of the school day for students who completed less than 85% of their homework in the previous school year.

To support its inclusive strategy for supporting special education students, the school has five special education teachers who co-teach in the math and English/language arts classes. In one classroom observed, the co-teaching was so seamless that the QSR team observer could not distinguish between the lead teacher and the special education teachers. The special education teachers also support the science and social studies

teachers, reviewing lesson plans and providing IEP progress snapshots. The principal also noted that the school uses the same assessments and has the same proficiency goals for all students, regardless of their special education status.

The school administrators indicated that there are three English Language Learners enrolled at the school, but they are all close to English proficiency. They explained that because of the low need, there is not a dedicated ELL teacher, though one teacher has adopted ELL coordination as part of her role. The ELL coordinator provides some support during English/Language Arts 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.

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

DC Prep PCS – Edgewood Middle’s teachers and administrators described two primary professional development (PD) programs: regular meetings that focus on specific skills and frequent classroom observations by administrators and instructional coaches. PD happens in all staff meetings, grade-level teams, subject-specific teams, and with coaches. The teachers and administrators provided some examples of recent PD topics, including shifting to the Common Core State Standards and effective facilitation. The QSR team also noted that the school had recently held a cross-campus data day for teachers to review ANet data.

The Academic Team, made up of all the coaches, meets weekly. Every new teacher has an instructional coach, and every coach has a coach. Professional development goals are developed collaboratively between the teacher and the coach, and are documented formally. Coaches observe their mentee’s classrooms at least once per week. The school uses an in-depth teacher observation rubric that addresses culture, planning, instruction, and assessment.

The teacher focus group participants repeatedly mentioned, appreciatively, that the climate among staff at DC Prep PCS – Edgewood Middle is

characterized by professionalism. They said that “good teaching is the norm” and that teachers are self-motivated. The school calendar is organized to allow for shared planning time, and since the classrooms are organized by student group rather than teacher, all the teachers’ desks are in the same room. The teachers also use a “Golden Apple”, passed from teacher to teacher, and “shout outs” during a weekly meeting, to recognize each other’s contributions. Students also vote for the Teacher of Month, which was initiated by a student; according to the teachers, even if you do not “win” for a specific month, you still get to see all the nominations you received.

The principal indicated that she works to be very involved in teacher PD, including trying to observe every teacher at least once every two months. When asked what the QSR team should expect in visiting the classrooms, she seemed very familiar with teachers’ abilities, specifically mentioning a few teachers’ areas of focus and what the school has been doing to support them.

SCHOOL CLIMATE

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

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

School Climate Summary

The school was clean, safe, orderly, and bright. The walls in the school's entry atrium had student pictures posted, some with their life goals. The QSR team also saw hall posters like the US Department of Agriculture's My Plate standards for healthy eating, the "Zooming Past Z" posters that reminded students of the goal to exceed the "Z" level on the Fountas and Pinnell reading scale, and grade-level homework completion rates. Students were well-behaved in the hallways and in the classrooms.

In the focus group, students indicated that they like the school, and especially like their teachers. However, they complained about the stringency of the discipline policy and the uniform policy. One student was worried about bullying that goes on "behind teachers' backs," but in general, the students indicated that they feel safe in the school.