

2012-13 Charter Review Report

Achievement Preparatory Academy Public Charter School

Fifth Year Review

May 13, 2013

DC Public Charter School Board
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RECOMMENDATION

The District of Columbia Public Charter School Board staff recommends Achievement Preparatory Public Charter School be granted charter continuance based on the school's overall academic, compliance, and fiscal performance.

EXECUTIVE SUMMARY

Achievement Preparatory Public Charter School ("Achievement Prep PCS") began operation in 2008 under authorization from the District of Columbia Public Charter School Board ("PCSB"), and serves students in grades four through eight. In 2010-11, it scored 81.5% on the Performance Management Framework ("PMF"), and in 2011-12, the school scored 86.3% on the PMF, making Achievement Prep among the very highest-performing charter schools in the District of Columbia. The school's academic performance is even more impressive given the very high percentage of low-income students at the school. Indeed by some measures, such as math proficiency, Achievement Prep PCS has closed the "achievement gap" with schools in the city's wealthiest neighborhoods.

On February 25, 2013, the PCSB Board voted to approve, with conditions, a charter amendment presented by Achievement Prep PCS to expand its charter to serve students in pre-kindergarten through third grade; adopt the PMF as its goals; establish an LEA structure with three campuses; elect to become a DCPS charter for the purposes of special education; and increase its enrollment ceiling from 315 to 765 students.

At the same February 2013 meeting, the PCSB Board approved, with conditions, an acquisition by Achievement Prep PCS of Septima Clark PCS, in which Achievement Prep PCS would acquire certain assets of Septima Clark PCS and enroll its students in grades kindergarten through eighth in the 2013-14 school year.

This year, PCSB conducted a five-year review of Achievement Prep PCS as required under the SRA,¹ and determined that, of the eleven goals that Achievement Prep PCS has pursued and for which there is sufficient data, Achievement Prep PCS has met ten of these goals. The following report details this finding, and also assesses Achievement Prep PCS's legal compliance and fiscal management over the past five years.²

With respect to Achievement Prep's fiscal management, the report notes that the school has submitted no Determination and Findings forms for contracts over \$25,000 during fiscal years 2010 to 2012, despite evidence from audits that as many as 11 such contracts were entered into. Schools are required by law to submit this information to PCSB. Achievement Prep PCS must submit the outstanding Determination and Findings forms, and implement a reporting system moving forward to ensure it remains in compliance with this requirement.

¹ SRA §38-1802.12 (a)(3).

² At the time this report was prepared, a new partnership between DCPS and Achievement Prep PCS was announced, which is not detailed in this report.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA provides that as part of a charter review, PCSB must determine whether, at least once every five years, a school has met its goals and academic achievement expectations set out in its charter agreement.³ Goals are general aims (usually related to a school's mission), which may be categorized as academic, non-academic, and organizational, whereas student academic achievement expectations ("expectations") are student academic aims measured by assessments. Goals and expectations are only considered as part of a charter review if they were included in a school's charter agreement, charter amendment, or Accountability Plans approved by the PCSB Board (collectively, the "Charter").

Achievement Prep PCS identified eighteen goals in its charter application, fifteen of which are included in the chart below.⁴ Of the eleven goals that Achievement Prep PCS has pursued and for which there is sufficient data, Achievement Prep PCS has met ten of these goals. The chart below summarizes these determinations, which are detailed further in the body of this report.

For each goal that is identified as either not pursued or for which there is insufficient evidence, staff recommends that Achievement Prep PCS either a) amend its charter to remove the goals or b) begin collecting and annually reporting data on the progress towards meeting these goals.

	Goal or Expectation	Met?
1	Students master content in reading and demonstrate proficiency as readers of the English language.	Yes
2	Students master content in writing and demonstrate grade level proficiency or higher and progress one year or more every year in writing.	Yes
3	Students master content in math and demonstrate increased academic achievement in mathematics annually in tested areas.	Yes
4	Students demonstrate grade level proficiency or higher, and progress one year or more every year in science.	Yes
5	Students will demonstrate an increase in achievement scores in reading on the Woodcock Johnson III assessment for special education students.	Goal Not Pursued ⁵

³ SRA §38-1802.13 (a)(2).

⁴ See Achievement Preparatory Public Charter School Application, included in this document as Attachment A. The other three goals are related to governance and financial management. Achievement Prep PCS' performance in these areas is assessed elsewhere in this report.

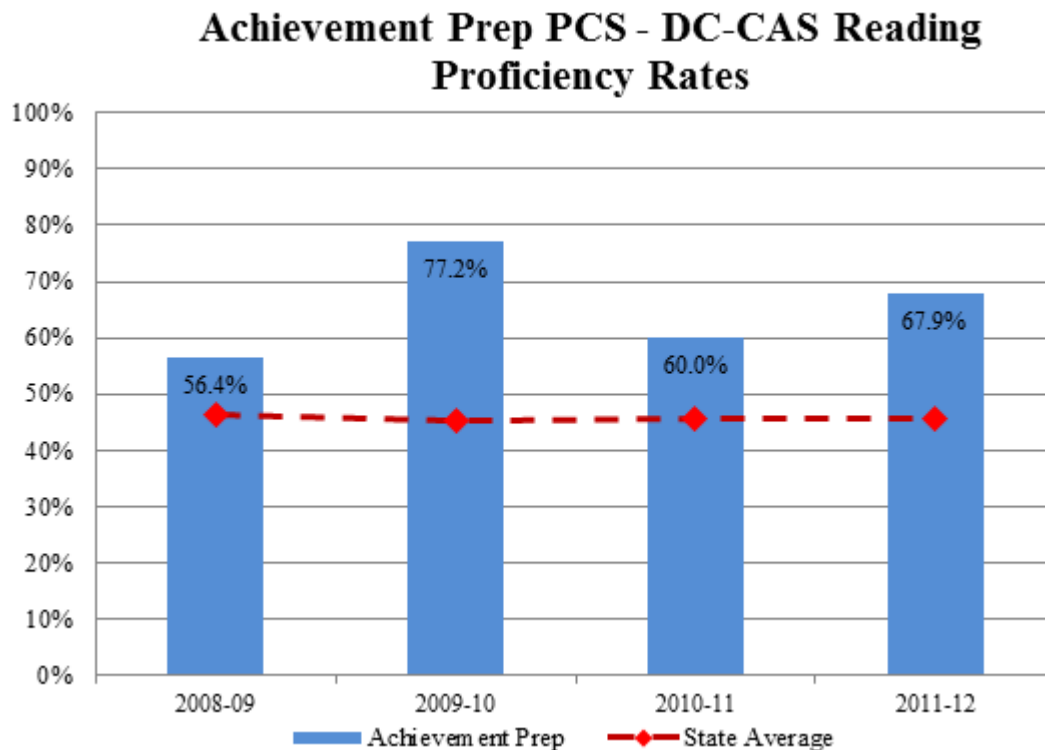
⁵ Achievement Prep PCS never administered the Woodcock Johnson III assessment.

6	Students will demonstrate an increase in achievement scores in mathematics on the Woodcock Johnson III assessment for special education students.	Goal Not Pursued
7	Students demonstrate high levels of attendance and homework completion.	Yes
8	Students consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery) in their actions and interactions within the school community.	Yes
9	Maintain annual out of school suspensions less than 5%.	No
10	Parents/families actively engage in their child's learning and support the mission of the school.	Yes
11	Parents/families demonstrate high satisfaction with the academic program and the clear and open communication of Achievement Prep.	Insufficient Evidence ⁶
12	The community will demonstrate overall satisfaction with Achievement Prep.	Insufficient Evidence
13	The faculty and staff will demonstrate overall satisfaction with Achievement Prep.	Yes
14	Achievement Prep PCS will demonstrate effective systems of home/school communication.	Yes
15	Achievement Prep PCS will demonstrate full enrollment and strong student retention.	Yes

⁶ PCSB did not have sufficient documentation on record to make a determination whether the school met this goal.

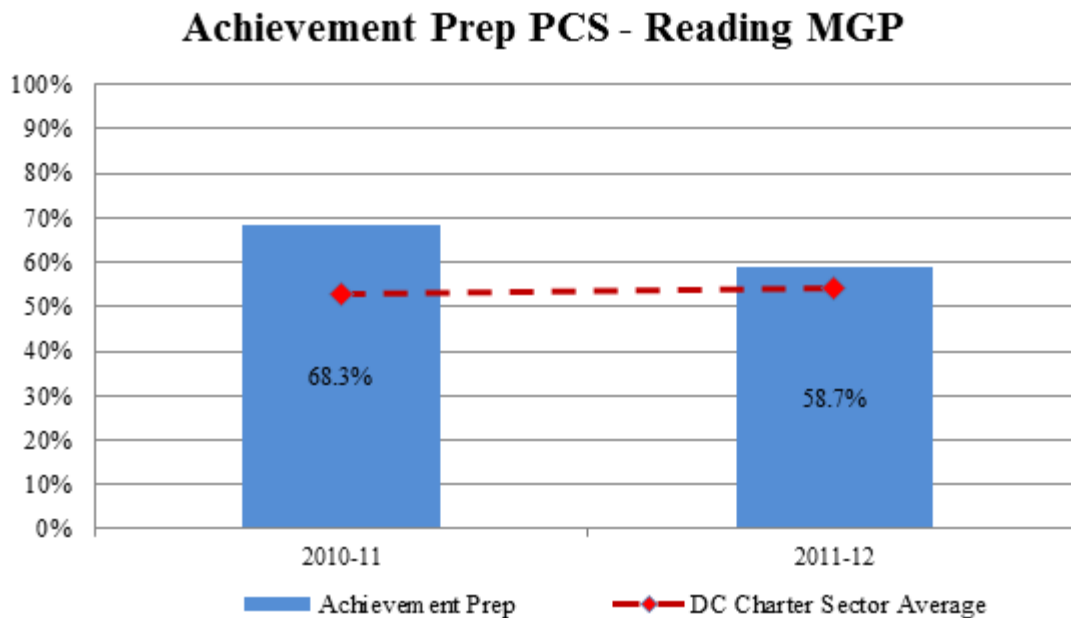
1. Students master content in reading and demonstrate proficiency as readers of the English language.

Assessment: **Achievement Prep PCS has met this goal.** Achievement Prep PCS has performed between 10% and 32.1 % above the state reading proficiency rate since it opened in 2008-09.



Source: OSSE

The below graph represents Achievement Prep PCS's reading Median Growth Percentage ("MGP"), which is the median of Achievement Prep PCS's individual student growth percentiles. In reading, a majority of Achievement Prep PCS students are growing at the same rate or exceeding the rate of peers with comparable starting scores attending other public charter and traditional schools in the District.



Source: PMF

Qualitative Evidence

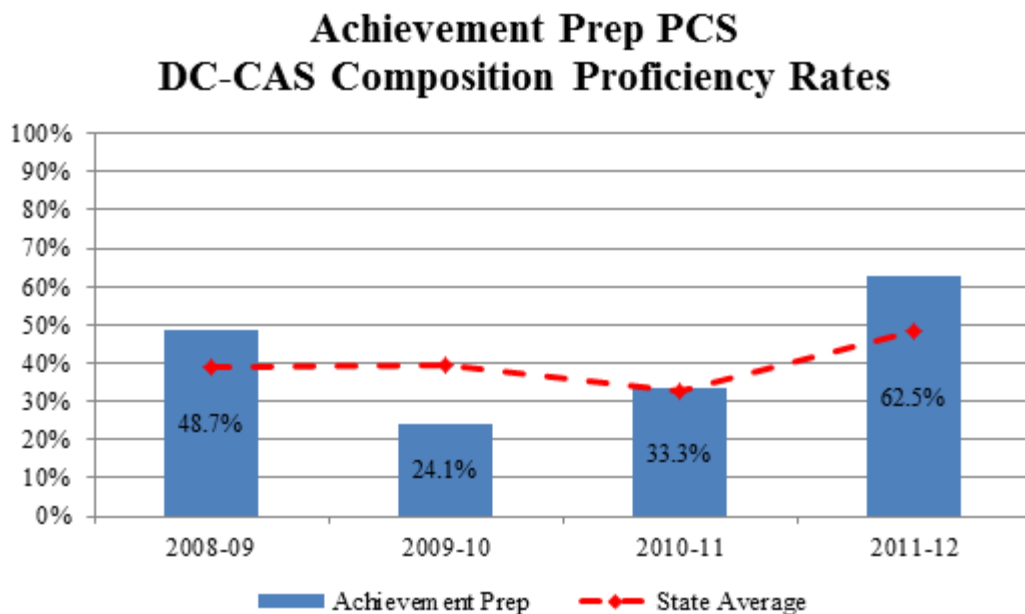
In January 2013, PCSB conducted a Qualitative Site Review ("QSR") of Achievement Prep PCS, in which the following was observed:

[A] consistently implemented, structured system [was] in place for students to achieve proficiency as readers of the English language. Teachers used assessments directly related to the lesson at hand and there was a structured system of intervention and enrichment in place. Administrators indicated in focus groups that each Friday students are assessed for the objectives taught and based on these assessments are placed into groups for either intervention or enrichment. The QSR team observed fifth graders analyzing selected poems, identifying similes and metaphors, and describing inferences in the selections. Teachers also challenged students to brainstorm ways to identify words related to cause and effect.

2. Students master content in writing and demonstrate proficiency as writers of the English language.

Assessment: Achievement Prep PCS has met this goal.

Achievement Prep PCS has performed above the state composition proficiency rate every year, except for 2009-10. Additionally, the school improved its composition rate by 29.2 percentage points in 2011-12.

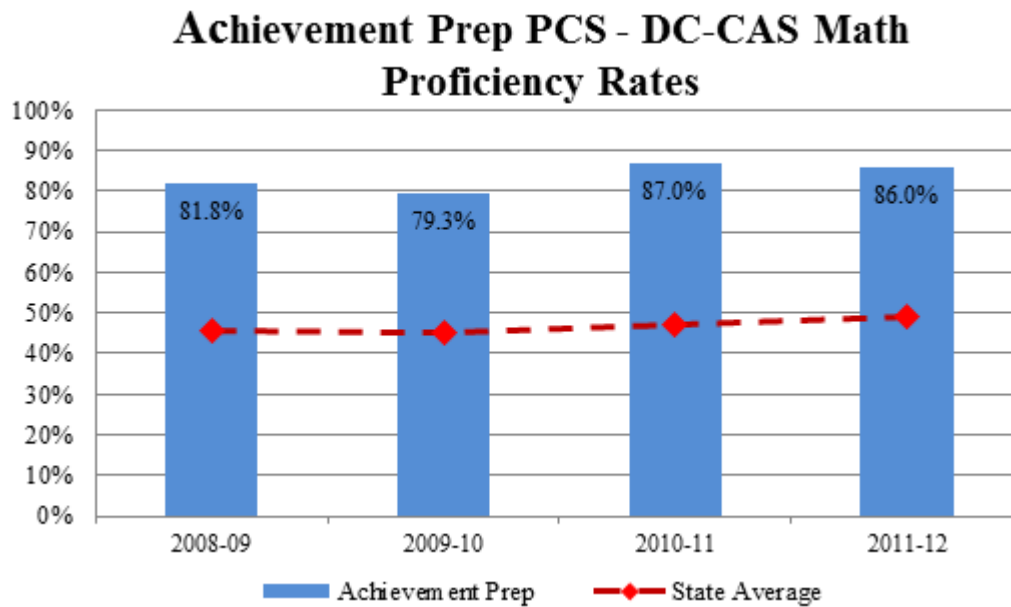


Source: OSSE

3. Students master content in math and demonstrate increased academic achievement in mathematics annually in tested areas.

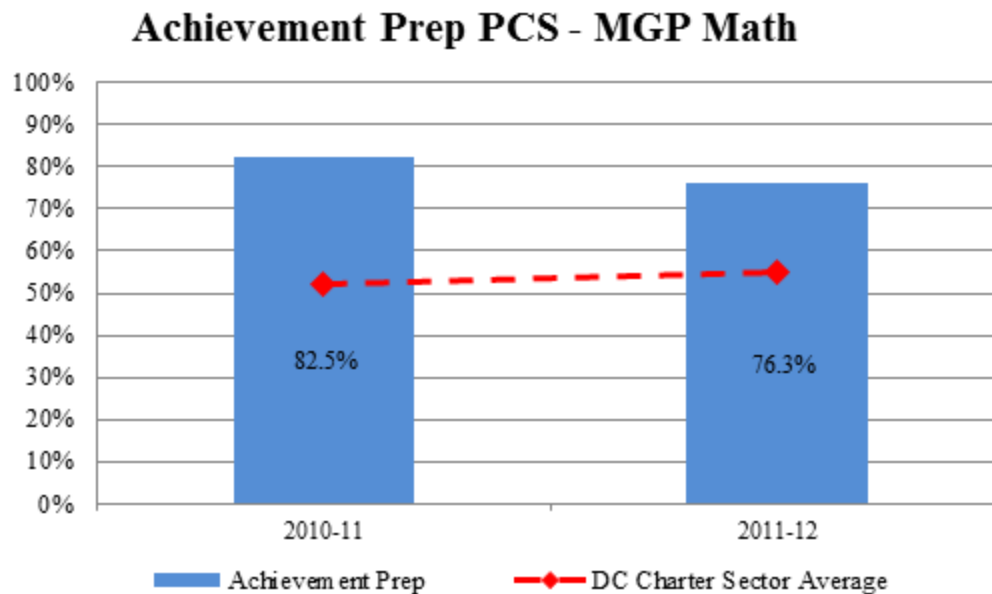
Assessment: Achievement Prep PCS has met this goal.

Achievement Prep PCS has performed between 36% and 40% above the state math proficiency rate since it opened in 2008-09 making it among the highest performing schools in the city.



Source: OSSE

The below graph represents Achievement Prep PCS's math MGP, which is the median of Achievement Prep PCS's individual student growth percentiles. In math, a majority of Achievement Prep PCS students are growing at the same rate or exceeding the rate of peers with comparable starting scores attending other public charter and traditional schools in the District. In 2010-11, the school had the highest math MGP out of all DC charter schools, and in 2011-12, it had the second highest MGP.



Source: 2011 and 2012 PMF Reports

Qualitative Evidence

In January 2013, the PCSB QSR team observed the following, which supports that the school has met this goal.

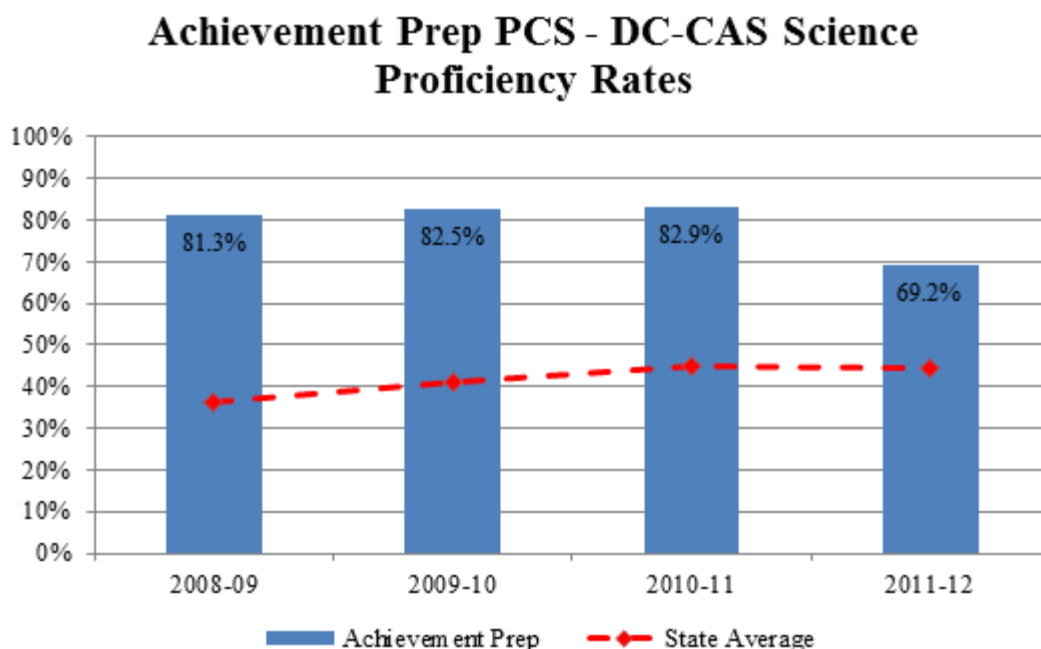
[A] structured system [was] in place to effect content mastery and increased academic achievement in math; the implementation of this strategy was consistent across the classrooms observed. Teachers used assessments directly related to the lesson at hand and there was a structured system of intervention and enrichment in place. Administrators indicated in focus groups that each Friday students are assessed for the objectives taught and based on these assessments are placed into groups for either intervention or enrichment. Classroom observations revealed that the teachers and students used content vocabulary throughout the lesson. Observations of the math classes revealed that students were encouraged to not only answer the questions posed but to explain their thought processes.⁷

⁷ See Achievement Prep PCS 2012-13 QSR, p. 1, included in this document as Attachment B.

4. **Students demonstrate grade level proficiency or higher, and progress one year or more every year in science.**

Assessment: **Achievement Prep PCS has met this goal.**

Achievement Prep PCS has performed above the state science proficiency rate since it opened in 2008-09.



Source: OSSE

5. **Students will demonstrate an increase in achievement scores in reading on the Woodcock Johnson III assessment for special education students.**
6. **Students will demonstrate an increase in achievement scores in mathematics on the Woodcock John III assessment for special education students.**

Assessment: **These goals have not been pursued.**

Achievement Prep PCS has not administered the Woodcock Johnson III assessment to its special education students. The school's compliance with special education law, as well as the academic performance of Achievement Prep PCS students with disabilities, is discussed later in this report. Moving forward, PCSB encourages Achievement Prep PCS to adopt measurable academic expectations for its students with disabilities.

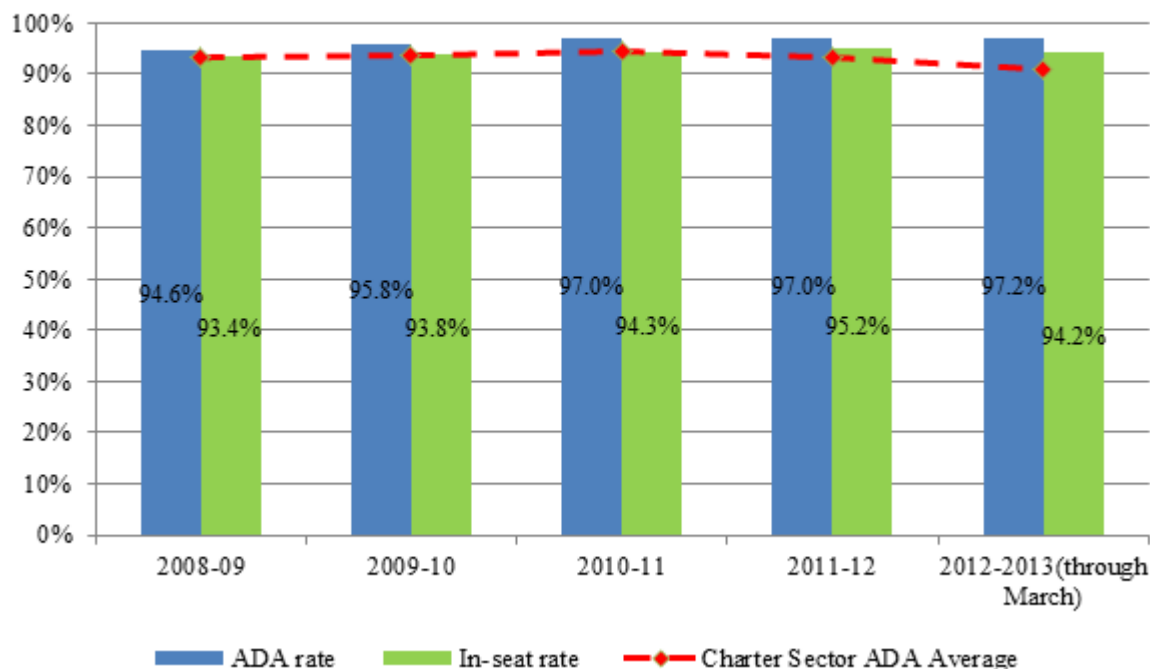
7. Students demonstrate high levels of attendance and homework completion.

Assessment: **Achievement Prep PCS has achieved this goal.** The school has demonstrated high levels of attendance since it opened in 2008-09 and requires its students to complete homework daily.

Attendance

In each year of operation, the school's average daily attendance has been higher than that of the charter sector.

Achievement Prep PCS Attendance Rate



Source: ProActive

Homework Completion

Achievement Prep PCS has continuously reported to PCSB that all of its students are required to read for at least twenty minutes per night as homework, among other homework assignments.⁸ In its 2008-09 Annual Report, the school noted that its students' homework completion rate was 93%.⁹

Starting in 2011-12, Achievement Prep PCS started tracking its students' homework completion using the paycheck system "Kickboard." Each student is assigned homework every night in four different subjects.

⁸ See Annual Report 2008-09, p. 4, included in this document as Appendix C; see also Annual Report 2009-10, pp. 3-4, included in this document as Appendix D; see also Annual Report 2010-11, p. 6, included in this document as Appendix E; and Annual Report 2011-12, p. 7, included in this document as Appendix F.

⁹ See Appendix C, p. 13.

Achievement Prep PCS submitted an overview for 2011-12 detailing the number of homework assignments that were not completed each month, indicating that Achievement Prep PCS students consistently complete homework at a high rate.¹⁰

Finally, the QSR observed qualitative evidence that Achievement Prep PCS students complete homework: “The QSR team observed that the school collects homework for all subjects in advisory periods before school. Leadership and staff interviews revealed that content must have been taught for the previous two days to being assigned to students as homework.”¹¹

8. Students consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability, and Master) in their actions and interactions within the school community.

Assessment: Achievement Prep PCS has met this goal.

In Achievement Prep PCS’s first year in operation, its students participated in a “...*Be the Dream* character and leadership education class twice per week, where the focus is on the development and practice of DREAM values.”¹² In the same year, the school reported that “100% of the scholars made a DREAM values presentation in 2008-09, and 97% scored at least 75% or better...”¹³

The QSR team’s observations of Achievement Prep PCS in 2012-13 strongly support that the school has met this goal.

The QSR team observed that at the end of each class, teachers and students review DREAM values and determine whether the class demonstrated these values during class time. The teacher discusses each value and describes what the class did or did not do in each category. DREAM posters were prevalent throughout the building. In the student focus group, the students were able to define the DREAM values and discuss how they implement them throughout their days. In the classrooms observed, students were respectful to each other during class and used hand gestures to encourage their peers who were struggling to answer questions.¹⁴

¹⁰ See Kickboard homework completion data, included in this document as Appendix G.

¹¹ See Appendix B, p. 1.

¹² See Appendix C, p. 5.

¹³ See Appendix C, p. 13.

¹⁴ See Appendix B, p. 2.

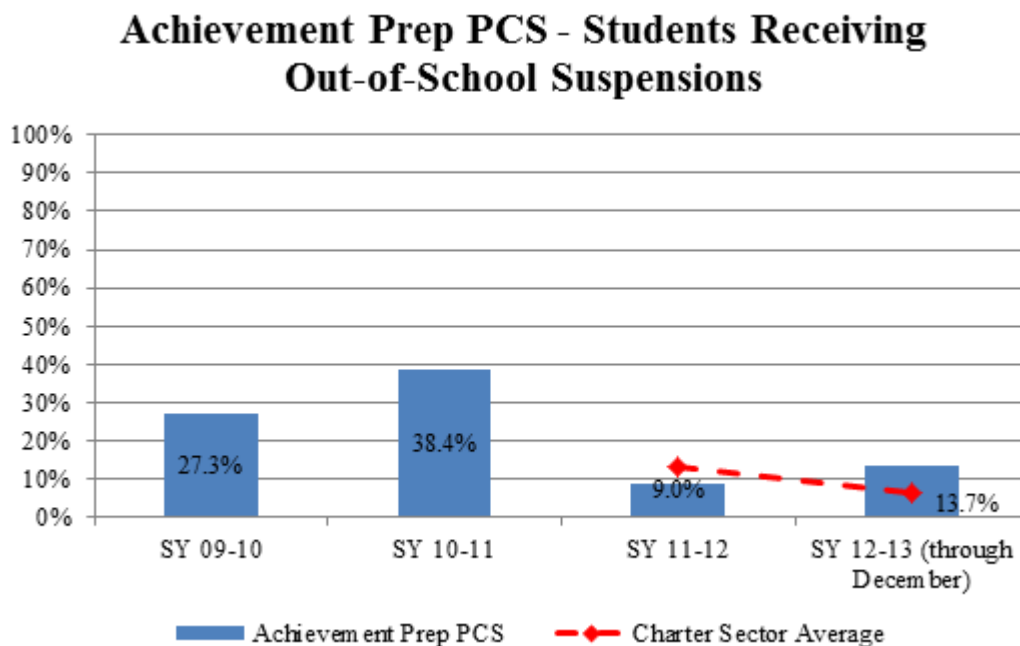
Additionally, and significantly,

...[T]he QSR team did not observe any instructional time lost to disruptions due to student misbehavior. The QSR team noted DREAM values consistently implemented in all classrooms. The review team observed respectful and positive interactions between teachers and students. Students were also respectful towards their peers and celebrated their successes with claps, hand gestures, and mantras.¹⁵

9. Maintain annual out of school suspensions less than 5%.

Assessment: Achievement Prep PCS has not met this goal.

Achievement Prep PCS's out-of-school suspension rate has been above 5% since it opened in 2008-09. However, this rate dropped by 29.4% points from 2010-11 (when it was 38.4%) to 2011-12 (when it was 9.0%). In 2011-12, the school's suspension rate was below the charter sector average, but in the first semester of 2012-13, the school's suspension rate was higher than the charter sector average.



Source: ProActive

¹⁵ See Appendix B, p. 4.

10. Parents/families actively engage in their child’s learning and support the mission of the school.

Assessment: **Achievement Prep PCS has met this goal.**

Achievement Prep PCS has consistently reported a high percentage of parent involvement in its school. In the 2008-09 school year, it reported that 100% of its families “attended two or more school sponsored events.”¹⁶ In the previous three academic years, the school reported that 95% to 100% of its families participated in at least three school sponsored events per year, including parent/teacher conferences, back to school nights, family events, or volunteer opportunities.¹⁷

In its 2011-12 annual report, Achievement Prep PCS detailed a family event that it executes on a monthly basis. On the fourth Thursday of each month, Achievement Prep PCS sponsors a Family Night, where students’ families are invited to the school for food, activities and “community building.”¹⁸

However, Achievement Prep PCS notes in a submission to PCSB that “[a] formal parent association has not yet taken root at Achievement Prep... [but that] [t]his school year the association has been its strongest since opening, with the association holding regular meetings and reaching out to increase parent participation.”¹⁹ It notes that less than 25% of its parents participate in this association.²⁰

11. Parents/families demonstrate high satisfaction with the academic program and the clear and open communication of Achievement Prep.

Assessment: **There is insufficient evidence to assess this goal.**

Achievement Prep has not provided evidence to PCSB regarding this goal.

12. The community will demonstrate overall satisfaction with Achievement Prep PCS.

Assessment: **There is insufficient evidence to assess this goal.**

Achievement Prep has not provided evidence to PCSB regarding this goal.

¹⁶ See Appendix C, p. 6.

¹⁷ See Appendix D, p. 6; see Appendix E, p. 8; see Appendix F, p. 9.

¹⁸ See Appendix F.

¹⁹ See Achievement Prep PCS submission, included in this document as Appendix H.

²⁰ See Appendix H.

13. The faculty and staff will demonstrate overall satisfaction with Achievement Prep PCS.

Assessment: Achievement Prep PCS has met this goal.

Achievement Prep PCS submitted the results of its staff survey from school year 2011-12, which details that its teachers were satisfied with the school's instructional culture, observation and feedback processes, and teacher evaluation and development.²¹

Additionally, the QSR team observed evidence that the school had met this goal.

The teacher focus group indicated that staff is very satisfied with Achievement Prep because the leadership team enables them to teach effectively; they cited student proficiency in reading and math as evidence of this. Staff also indicated that the administrators support them in the classroom by providing mentor teachers to assist them if necessary... The teacher focus group participants also said that they appreciate that the school culture and climate are deliberately developed based on faculty discussion and consensus. One example cited was student discipline: the entire staff discusses student discipline issues when they occur and based on consensus, rules are developed on how to handle the issues.²²

14. Achievement Prep PCS will demonstrate effective systems of home/school communication.

Assessment: Achievement Prep PCS has met this goal.

Achievement Prep PCS noted in its 2008-09 annual report that it "...is committed to educating parents and our community about the school's mission and goals. One of Achievement Prep's aims is to have parents feel comfortable understanding and interpreting assessment information. Parents as Partners meetings, monthly newsletters, parent-teacher conferences, and periodic parent workshops are all part of Achievement Prep's strong emphasis in communicating its educational approaches to instruction to parents."²³

In the same annual report, Achievement Prep PCS detailed its methodology for sharing information about its assessments with its parents:

Standardized test data from spring 2009 will be shared with parents in several ways. A letter explaining the performance of Achievement Prep

²¹ See Mid-year Interim Survey, March, 2012, included in this document as attachment I.

²² See Appendix B, p. 2.

²³ See Appendix C, p. 14.

scholars and an explanation of the Adequate Yearly Progress (AYP) designation will be sent at the beginning of the 2009-10 school year. Aggregate data will be presented to families at Back to School Night, at the beginning of September 2009...Individual student scores will be disseminated and small group sessions will be offered where parents can meet with school leaders and discuss their own scholar's performance.²⁴

More recently, the school submitted information that it does not mail report cards to parents, but instead requires that parents come to the school to meet with teachers at least four times per year to discuss the student's academic performance. It estimates that because of this system, attendance at parent-teacher conferences remains over 80%.²⁵

Since 2011-12, the school has used its Kickboard tracking system to communicate with Achievement Prep PCS parents on a weekly basis. Every week, the school issues a "paycheck" for students rewarding them for their academic and behavioral progress. This paycheck is submitted to students' parents for their review, with information about the student's academic and behavioral performance. Parents are required to sign these paychecks (and invited to submit comments on them) and return them to Achievement Prep PCS on a weekly basis. Achievement Prep PCS submitted a 2011-12 overview detailing the number of signed paychecks that were not returned by parents each month, indicating that Achievement Prep PCS parents consistently review, sign, and return paychecks at a high rate.²⁶

15. Achievement Prep PCS will demonstrate full enrollment and strong student retention.

Assessment: Achievement Prep PCS has met this goal.

In its first two years of operation, Achievement Prep PCS's enrollment was well below its capacity. However, enrollment has increased in each year of operation, and for the 2012-13 academic year, the school's enrollment rate is at or near capacity. While Achievement Prep PCS' actual enrollment was above its enrollment ceiling in 2012-13, in violation of PCSB policy, the PCSB Board approved to raise its enrollment ceiling for the 2013-14 school year.

	2008-09	2009-10	2010-11	2011-12	2012-13
Enrollment	65	99	138	202	315
Ceiling	120	120	180	240	300

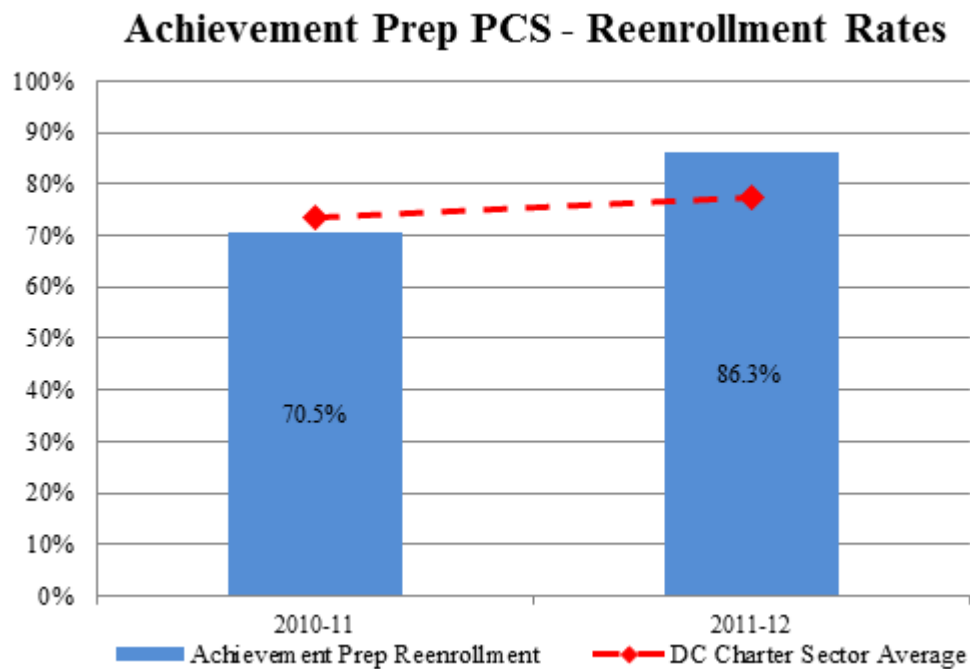
Source: ProActive

²⁴ See Appendix C, pp. 14-15.

²⁵ See Appendix H.

²⁶ See Kickboard paycheck data, included in this document as Appendix J.

For the 2010-11 academic year, Achievement Prep PCS's reenrollment rate was below the DC Charter sector average. However, for the 2011-12 academic year, the school's reenrollment rate increased by more than 15 percentage points, and was above the DC Charter average.



Source: PMF

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that PCSB shall conduct a review at least once every five years to determine if the charter school is in compliance with applicable laws.²⁷ The SRA contains a non-exhaustive list of applicable laws, and the PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether Achievement Prep PCS has consistently complied with these laws over the past five years.

General Laws

For the 2012-13 academic year, PCSB found that Achievement Prep PCS was in full compliance with all applicable laws. In previous years, there was one incident of noncompliance, related to governance.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.²⁸ To ensure that schools adhere to this clause, PCSB monitors schools for various health and safety indicators, including but not limited to, whether schools have qualified staff members that can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a “School Emergency Response Plan” in place and conduct emergency drills as required by the District of Columbia Fire Department. Achievement Prep PCS has been in compliance with all health and safety requirements over the past five years.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process²⁹ and that students and parents are made aware of these due process safeguards. Over the past five years, Achievement Prep PCS's disciplinary policies have ensured due process, and the school has communicated these policies to students and parents.

Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment. Achievement Prep PCS has been in compliance with these requirements over the past five years.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.³⁰ Achievement Prep PCS has complied with these requirements over the last five years.

²⁷ SRA § 38.1802.12 (c)(2).

²⁸ SRA § 38.1802.04 (c)(4)(A).

²⁹ As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

³⁰ 20 U.S.C. § 1232g.

Title I of the Elementary and Secondary Education Act

Because Achievement Prep PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act (“ESEA”), including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in No Child Left Behind (“NCLB”) program.³¹

Achievement Prep PCS has been in compliance over the past five years. Teachers were either “Highly Qualified” or the school had an action plan for any staff that were not considered “Highly Qualified.”³²

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.³³ There is no indication that Achievement Prep PCS has violated any civil rights statutes.

Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two must be parents of students currently attending the school. A majority of members must be District of Columbia residents.³⁴ Over the past five years, Achievement Prep PCS has had an odd number of members on its board of trustees, a majority of which were D.C. Residents. For the 2008-09 academic year, Achievement Prep PCS did not have two parents of students on the board.³⁵ However, by the 2010-11 academic year, Achievement Prep PCS was in full compliance, and has had two parents on the board since.

Special Education Laws

Charter schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act³⁶ and Section 504 of the Rehabilitation Act of 1973.³⁷ In 2012, PCSB conducted a desktop audit of six special education indicators to assess Achievement Prep PCS’s compliance with these laws and the educational progress of its special education students.³⁸

Academic Performance of Achievement Prep PCS Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist

³¹ 20 U.S.C. § 6300, *et. seq.*

³² See Achievement Prep PCS Compliance Review (2012-13 Academic Year), included in this document as Appendix K.

³³ SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

³⁴ SRA § 38-1802.05 (a)

³⁵ See Achievement Prep Compliance Review (2008-09 Academic Year), included in this document as Appendix L.

³⁶ 20 USC §1413(a)(5).

³⁷ 20 USC §794.

³⁸ See Achievement PCS –Desktop Audit, included in this document as Appendix M.

students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how schools' students with disabilities performed on the DC-CAS.

On the 2012 DC-CAS, Achievement Prep PCS students with disabilities scored 21% proficient in reading, 4% above the state average for students with disabilities. In math, its students with disabilities scored 39% proficient on math, 19% higher than the state average for students with disabilities. The achievement gap between the general school population and the special education population is more significant, with a 48% gap in reading and a 47% gap in math.

Compliance Review of Achievement Prep PCS by the DC Office of the State Superintendent

As part of the desktop audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent ("OSSE"). In 2010, OSSE found Achievement Prep PCS to be 78% compliant with its special education requirements, with OSSE noting that the school "Needs Assistance" in fulfilling all applicable federal and local special education regulations.³⁹

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

Achievement Prep PCS submitted no Determination and Findings forms for such contracts during fiscal years 2010 to 2012. In the school's 2009-2010, 2010-2011, and 2011-2012 financial audits, eleven \$25,000+ expenditures were identified for which Achievement Prep PCS should have submitted a corresponding Determination and Findings form. Because no Determination and Findings forms were submitted, Achievement Prep PCS was out of compliance with the contracting provision of the SRA during these periods. This is an important issue, and Achievement Prep PCS must submit the outstanding Determination and Findings forms, and implement a reporting system moving forward to ensure it remains in compliance with this requirement.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent

³⁹ See 2010 OSSE report, included in this document as Appendix N. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

certified public accountant or accounting firm.⁴⁰ Over the past four years, Achievement Prep PCS has submitted all financial audits in a timely manner.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.⁴¹ Achievement Prep PCS has fulfilled this requirement by reporting this information in its annual reports.⁴²

⁴⁰ SRA §38-1802.04(c)(11)(ix).

⁴¹ SRA §38-1802.04(c)(11)(xi),

⁴² See Appendix C, pp. 10-11; Appendix D, pp. 10-11; Appendix E, p. 12; Appendix F, p. 11.

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the charter review process, PCSB has reviewed Achievement Prep PCS's financial record regarding these areas.

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

Fiscal Management

Per its audited financial statements, Achievement Prep PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of incompliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of annual audits indicates Achievement Prep PCS is economically viable. One indicator of economic viability is a positive year-end annualized net income. Achievement Prep PCS has concluded each of its last three fiscal periods with positive net income balances.

Net working capital⁴³ and a liquidity ratio⁴⁴ greater than one points to a school's ability to meet its immediate financial obligations. As detailed in the table below, Achievement Prep PCS has successfully managed its working capital needs since it opened. Achievement Prep PCS's liquidity ratio has been greater than one at the conclusion of each of the last four years, reaching a high of 5.10:1 during FY2011.

Fiscal Period	2009	2010	2011	2012
Net Working Capital	\$68,320	\$105,017	\$342,737	\$468,699
Liquidity Ratio	1.51	1.85	5.10	3.87

⁴³ Net working capital is an organization's total assets, less its total liabilities.

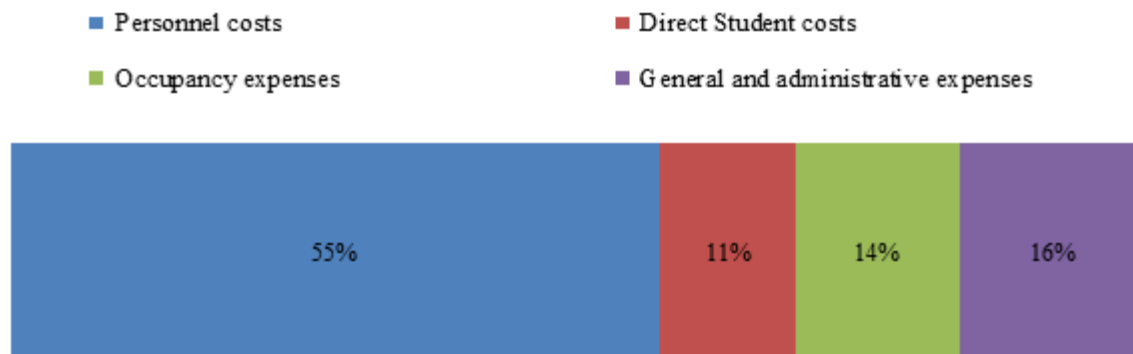
⁴⁴ Liquidity Ratios are calculated by dividing total assets by total liabilities.

However, the school does not yet have sufficient long-term solvency. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. For the financial period ending June 30, 2012, Achievement Prep PCS's total net assets approached \$603K (up from \$343K the prior year), and monthly expenditures were approximately \$263K indicating a net asset reserve of approximately 2.3 months.

Fiscal Period	2009	2010	2011	2012
Net Income	\$(51,445)	\$118,626	\$204,150	\$137,907
Cumulative Reserves	\$142,151	\$260,777	\$464,927	\$602,834

The chart below details APA PCS's expenditures as a percentage of revenues. The school makes spending decisions appropriate for managing education programs. Program service and General and Administrative costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

Achievement Prep: Expenditures as % of Revenues (FY2009-FY2012 averages)⁴⁵



⁴⁵ Note that the chart on expenditures as percentage of revenues does not equal 100% because revenues exceeded expenditures in FY2012.

Appendix A



ACHIEVEMENT PREPARATORY ACADEMY

A PROPOSED CHARTER SCHOOL FOR
WASHINGTON, D.C.

*Achievement Preparatory Academy prepares students
in grades four through eight to excel as high-achieving scholars and leaders
in high school, college and beyond.*

REVISED CHARTER APPLICATION
Respectfully Submitted To
DC Public Charter School Board
January 7, 2008

Achievement Preparatory Academy

(A proposed charter school for Washington, D.C.)

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Achievement Preparatory Academy

EXECUTIVE SUMMARY

Mission

Achievement Preparatory Academy prepares students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond.

Need

In 2004, our country celebrated the 50th anniversary of *Brown v. Board of Education*, the historical civil rights case that marshaled in free and equal access to public education regardless of race, socio-economic status or ethnicity. The ruling of *Brown* signaled the Supreme Court's desire to truly leave no child behind. Unfortunately, a half-century later, *Brown's* promise of an improved educational opportunity is still unfulfilled for our most disadvantaged children. Today, although segregation in public schools is illegal, the achievement gap in education – the difference in tested academic skills between white and minority students and between affluent and poor students – reflects the continuation of *de facto* segregation. Closing the achievement gap in education is the civil rights issue of today. It is the “good fight” we must all fight – and win. Urban students across America and here in the District of Columbia need schools that can deliver on the often-denied promise of equal educational opportunity. All students need and deserve schools that inspire in them the belief that they can achieve, foster in them respect, self-discipline, perseverance and an unrelenting work ethic, and develop in them the critical academic skills and knowledge necessary to compete on a level playing field. The founders of Achievement Preparatory Academy (“Achievement Prep”) propose such a school. Achievement Prep will serve students in grades four through eight from all neighborhoods of D.C., with a particular focus on students east of the Anacostia River (Wards 7 and 8), communities that are in the midst of an educational crisis.

Fourth Grade Start – Literacy

All students deserve to learn. All students can not learn if they can not read. Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based. Yet literacy is at risk even before a socio-economically disadvantaged child enters school in the youngest grades. Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who is economically advantaged. The detrimental effects of this “early catastrophe” are most evident when students enter the 4th grade and unsuccessfully move from “learning to read” to “reading to learn.” This phenomenon is commonly referred to as the *fourth-grade slump*. Achievement Prep’s school model is purposefully and strategically designed to combat the *fourth-grade slump* by beginning its enrollment at this critical educational stage and by implementing a rigorous academic program focused on literacy intervention, remediation and acceleration.

Our Beliefs

At Achievement Prep, we believe that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education.
- Closing the achievement gap in education is the “good fight” all schools must fight – and win.
- When provided with a highly structured, disciplined and supportive learning environment, and with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality learning environment.
- Our most important partnership is our partnership with our parents.

Academic Program

Achievement Prep will prepare students to excel as high-achieving scholars and leaders in high school, college and beyond through a rigorous college-preparatory curriculum focused on the most academic areas of reading, writing, math, science and social studies/history. In order to fulfill our mission and ensure that our students are fully equipped to compete academically with peers from the most rigorous college-preparatory programs in the nation, our content and performance standards will start with the newly adopted, rigorous District of Columbia Learning Standards (the "D.C. Standards"). These standards are at the center of the Achievement Prep curriculum. We will work strategically and selectively so that students master all of the District's clear and rigorous academic standards. Where necessary to ensure students are fully prepared for the demands of rigorous college-preparatory and local magnet high schools, we will strengthen our curricula further, exceeding the D.C. Standards in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills.

Be the Dream – Character and Leadership Program

Integral to Achievement Prep's mission is the notion set forth by Dr. Martin Luther King, Jr. – "strong mind and tender heart" – the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. Our emphasis on universal human values and timeless wisdom prepares students to become informed, concerned citizens who are successful in work and in life. An emphasis on the DREAM values is integrated into the academic courses and throughout the school culture. Through our *Be the Dream* character and leadership education programs, we will focus on the development and practice of the DREAM (Determination, Respect, Enthusiasm, Accountability and Mastery) values. The goal is for Achievement Prep students to not merely do "well," but also to do "good." Our school culture will make it "cool" to do well – and to help others. Through clear rules and consistent positive reinforcement, all Achievement Prep students will learn to take responsibility for themselves, their school, and their community.

Two Academics

Achievement Prep will be divided into two grade-based academies. Students in grades four through six will be in the Foundation Academy; students in grades seven and eight will be in the Legacy Academy. By dividing the school into two academies, Achievement Prep will create environments that are academically and socially appropriate for students' current developmental levels. We recognize that fourth grade students clearly have different social and academic needs than eighth grade students and we plan to use the two academies to address those distinctions.

Parents as Partners

At Achievement Prep we believe that we have a responsibility to empower parents to have a voice in their child's education. We want families engaged in and supportive of their children's education. We believe that when families become involved, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. We see parents as partners – believing that students attain more educational success when schools and families work together to motivate, reinforce, and educate students. Our partnership with parents is based on the following four tenets: (1) providing clarity on how parents can be involved in their children's education; (2) fostering a climate of mutual respect and trust, including respecting diversity; (3) welcoming families into the school; and (4) engaging in two-way, regular communication with families.

Strong Leadership

The final component required for a high-performing school is strong leadership. This includes strong day-to-day management by the Head of School and oversight by a strong Board of Trustees. Achievement Prep has assembled an extraordinary team of individuals who are capable of governing and managing the school, and who are able to oversee the vision and mission of the school, as well as establish policies that will protect the school's operational and academic success over time and ensure its success into the future.

A. EDUCATIONAL PLAN

1. Mission and Purposes of Proposed Public Charter School

a. Educational Needs of Target Population

The Achievement Gap

"I believe the crux of the charter school idea is the realization that a grave injustice has been perpetrated against our children, particularly our poorest children of color." – Dr. Howard Fuller¹

In 2004, our country celebrated the 50th anniversary of *Brown v. Board of Education*, the historical civil rights case that marshaled in free and equal access to public education regardless of race, socio-economic status or ethnicity. The ruling of *Brown* signaled the Supreme Court's desire to truly leave no child behind. Unfortunately, a half-century later, *Brown*'s promise of an improved educational opportunity is still unfulfilled for our most disadvantaged children. Today, although segregation in public schools is illegal, the achievement gap in education – the difference in tested academic skills between white and minority students and between affluent and poor students – reflects the continuation of de facto segregation. Closing this achievement gap in education is the civil rights issue of today. It is the "good fight" we must all fight – and win. Urban students across America and here in the District of Columbia need schools that can deliver on the often-denied promise of equal educational opportunity. All students need and deserve schools that inspire in them the belief that they can achieve, foster in them respect, self-discipline, perseverance and an understanding work ethic, and develop in them the critical academic skills and knowledge necessary to compete on a level playing field. The founders of Achievement Preparatory Academy ("Achievement Prep") propose such a school.

Achievement Prep will serve students in grades four through eight from all neighborhoods of D.C., with a particular focus on students east of the Anacostia River (Wards 7 and 8), communities that are at the midst of an educational crisis.² Based upon neighborhood demographic research for Wards 7 and 8, we anticipate that our prospective student population will be predominantly African-American, approximately 65% will qualify for free or reduced-priced lunch, and approximately 10-12% of incoming students will be identified as having special needs.³ Given the data of the local schools and the experience of other charter schools serving the same or similar populations, we anticipate serving students functioning at widely disparate academic performance levels. Although some students will enter Achievement Prep at or above grade level, based upon current academic achievement levels of local schools approximately 65% of the prospective student body will enter Achievement Prep one or more years below grade level in the core academic subjects.

Student Achievement

"Academic excellence is not the province of any one group; rather it is a standard, a goal of achievement to which students can aspire regardless of race, ethnicity or social class. It is a common ground and therein lies the power." – Kafe Vasquez⁴

The District of Columbia is the capital of the free world. We sit at the political center of our country, where laws are made and the epitome of freedom is realized. D.C. is a mosaic of inquiry with Capitol Hill and the Supreme Court of the United States in our backyards. D.C. is a wonderful place to live. Unfortunately, for too many of the Charter's children, particularly those living East of the River, it is not a wonderful place to learn.

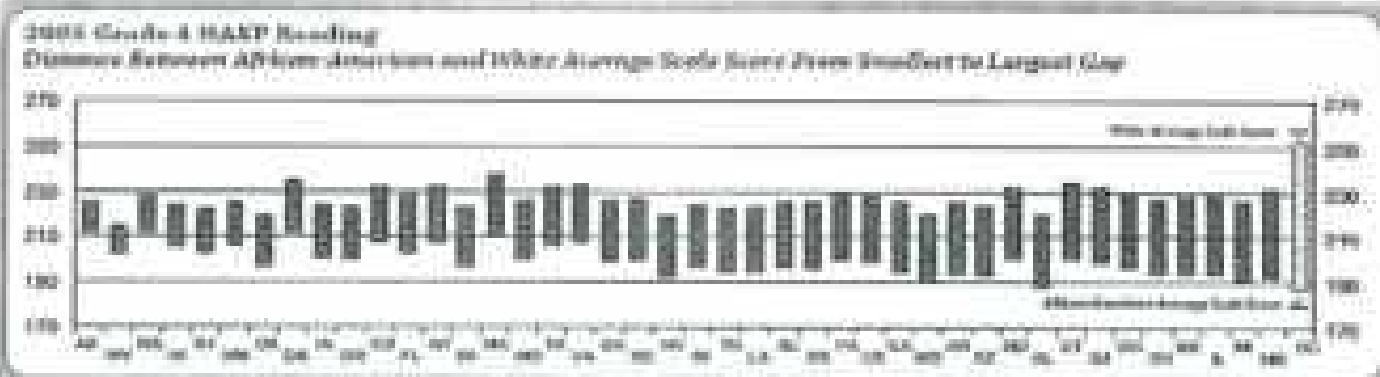
¹ Quoted by Dr. Fuller in a speech given on October 26, 2004, at the "Freedom to Learn: Future for the Urban School" conference in Saint Paul, Minnesota.

² Wards 7 and 8 lie east of the Anacostia River and comprise the area commonly known as "East of the River" in Southeast Washington, DC, and will be referred to as such throughout this application. The population of East of the River is predominantly African-American (89%). While only a portion of the total population of Washington, D.C. lives in this area, nearly half (52%) of Washington, D.C.'s children live here. Source: 2000 U.S. Census.

³ www.achievementprepdc.org

⁴ Vasquez, Kafe. *Don't Be Bilingual*. NYC: Random House, 2006.

In 2005, the largest gap between African-American and White scale scores of fourth graders on the National Assessment of Educational Progress (NAEP) for reading was among students attending public school in D.C.¹



The same unparalleled gap stands true for students in the eighth grade in mathematics. The charts below show the 2005 mathematics achievement of District of Columbia's eighth grade students.²



In 2005, 77% of District of Columbia African-American eighth graders scored "below basic" on the NAEP mathematics assessment, 23% tested as "basic," 0% qualified as "proficient" and 0% were "advanced." The statistics are similar for African-American performance on the 2005 Stanford-9 in which 60% of District of Columbia African-American eighth graders tested "below basic," 24% tested as "basic," 0% qualified as "proficient" and 0% were "advanced." This means that in 2005, the majority of African-American students finished middle school unprepared for the challenging material that lay ahead in high school mathematics. These deficits in basic skills and knowledge will make it difficult for many of these students to keep up in high school and college.

This academic underperformance occurs in face of the River communities beset by other challenges including a 9.5% unemployment rate, a low median household income of \$17,937 for a family of four, and a 28% poverty rate. This economic deprivation most particularly impacts the children in Ward 7 and 8, some 45% of whom live in poverty.³ Historically, statistics have shown that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line.⁴

¹ The top of each bar represents the average scale score for White students and the bottom bar is that for African-American students. National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/data/naep/dataexplorer.asp>.

² Education Week, District of Columbia, Key Education Facts and Figures: Achievement, Student and Opportunity From Elementary School Through College, Education Week, Fall 2006.

³ Ibid.

⁴ Ibid.

⁵ Juan LaParo, "Title I Schools: Progress Improving Schools for All Children," *Journal of Education for Urban Poor* 24/244, Vol. 1, 1994, p. 128-131.

Capacity and Impact

There are currently a total of 55 charter schools operating citywide, serving close to 20,500 students.¹⁰ This would appear as if there is a saturation of charter schools in D.C. serving children equally across the city. But that is not the case. Although there are a total of 55 charter schools in D.C. and certain areas of the District have a large number of charter schools, neither Ward 7 nor Ward 8 is one of those areas. Of the 55 charter schools in the District, only 27% (15) are located in Wards 7 and 8, yet nearly half (42%) of Washington, D.C.'s children live here.¹¹ Further, of the 15 charter schools in Wards 7 and 8, only two¹² are dedicated to serving middle school-aged students only and none are expanded middle schools with a fourth-grade start. This leaves many families of middle school-aged students without a choice for an alternate educational option outside of the traditional public school system. Due to the large number of children living East of the River, the need for an additional middle school educational option is evident. Achievement Prep seeks to meet that need by providing a high-performing middle school to the community. With the lack of middle school options for children and families in these communities, we do not anticipate that our targeted enrollment will have a significant impact on the enrollment of the surrounding schools.

Wards 7 and 8 are in need of high quality¹³ core middle schools that (1) are focused solely on addressing the needs of middle school students, (2) are committed to outstanding academic achievement, and (3) provide a college-preparatory curriculum for every student. For students to be able to access strong middle school programs that prepare them for demanding college-preparatory high schools, they must have the fundamental literacy skills that underpin a rigorous middle school program. Current choices and student performance indicate that such high-quality preparation is not sufficiently available to families residing East of the River. Therefore, the work for such a strong middle school must begin before the traditional middle-school grades.

Currently there are no high-performing public schools in Wards 7 or 8 that begin in grade four to ensure students are ready for a strong middle school program. In Ward 7, there is only one public charter middle school, Friendship Junior Academy PCS – Blue Pierce (6-8).¹⁴ There are four traditional middle/junior high schools in the Ward: Kelly Miller (6-8), Ronald Brown (6-8), Sousa (6-8) and Morris (6-8); however, all four schools have fallen significantly below AYP targets, and the majority of students in these schools are not currently proficient in reading or math as measured by the District of Columbia Comprehensive Assessment System ("DC-CAS").¹⁵ Table 1.1 indicates the current academic status of the Ward 7 middle and junior high schools. Review of data from the last five (5) years indicates that poor academic performance is not a fact unique to the 2016 SY, but instead a historical pattern for these schools.

Table 1.1 - Ward 7 middle/junior high schools (as of December 2016)

DC Public Schools			AYP Status (2016)		Percent Proficient	
School	Grades	Population	Reading	Math	Reading	Math
Ronald H. Brown	5 - 8	214	No	No	15.89%	9.81%

¹⁰ Bureau of charter school data: DCPED website: www.publicschools.org/charter-schools-with-2016-2017-student-enrollment/.

¹¹ Bureau of charter school data: DCPED website: www.publicschools.org/charter-schools-with-2016-2017-student-enrollment/.

¹² Friendship Junior Academy PCS – Blue Pierce and KIPP DC. AIA are the only two middle charter schools in Wards 7 and 8. From – to the Fall of 2017, the following schools will open, most of which have Ward 8 as a proposed location: Hope Academy (5-8), Hope Academy will open an additional campus (5-8), and KIPP LEAP (pre-K-5).

¹³ As used throughout this application, the terms "high-quality", "high-performing" (or other similar terms) are defined generally as academic and non-academic programming that results in sustained and steady student achievement and personal growth. "High quality" and the like referred to in connection with Achievement Prep means not only for a school that (a) continues to demonstrate increased student achievement as measured by frequent interim assessments, baseline and end-of-year state DC-CAS performance and meeting AYP, and (b) continuously improves student character and leadership abilities as evidenced by students' performance on the DCSSAM items as these metrics take a different form and purpose each year/grade, community events, and strong ties to the community including collaboration with our teachers and their work for the larger community.

¹⁴ Friendship Junior Academy PCS – Blue Pierce is the only public charter middle school in Ward 7. It is also one of the most populated schools with nearly 700 students serving only from (2) grade levels. Friendship Junior Academy PCS – Blue Pierce did not meet AYP in 2016. There are three (3) other charter schools in Ward 7 that begin their instruction at a middle school grade: Green Charter, STEPS PCS and ROMA PCS; however, each school's program is centered in both middle and high school-aged students. There are also other charter schools in the Ward that moved their students' program through middle school grades (i.e., pre-K – 8 programs); however, these schools only allow students to enter their programs at the lowest entry grade of their school, usually kindergarten and first grade.

¹⁵ <http://schools.doe.dc.gov/DCAS>. All four schools were identified for the 2016-2017 SY as "needing improvement". www.doe.dc.gov/dep/depdetails.

Kelly Miller MS	5 – 8	385	No	No	30.17%	13.30%
Sassa MS	5 – 8	227	No	No	16.80%	12.54%
Matron	5 – 8	241	No	No	14.71%	5.95%
Public Charter Schools			AYP Status (2006)		Percent Proficient	
Conc Charter MS	5 – 12	258	No	No	11.27%	22.81%
Friendship/Blue Flame	5 – 8	497	No	No	40.80%	38.43%
IDEAL PCS	7 – 12	196	No	No	30.92%	22.96%
SEED PCS	7 – 12	221	Yes	No	42.08%	31.29%

In Ward 8, KIPP DC: AIM is the only public charter *stand alone* middle school (5-8).¹⁸ There are three traditional middle/junior high schools in the Ward: Hart MS (5-8), Johnson JHS (7-9) and Kramer MS (6-8); however, the level of proficiency in reading and math is even lower.¹⁹ Table 1.2 indicates the current academic status of the Ward 8 middle and junior high schools.

Table 1.2 – Ward 8 middle/junior high schools (as of December 2006)

DC Public Schools			AYP Status (2006)		Percent Proficient	
School	Grades	Population	Reading	Math	Reading	Math
Hart MS	5 – 8	447	No	No	20.61%	14.30%
Johnson JHS	7 – 9	256	No	No	30.30%	6.03%
Kramer MS	6 – 8	333	No	No	14.66%	10.75%
Public Charter Schools			AYP Status (2006)		Percent Proficient	
KIPP DC – AIM	5 – 8	188	No	No	15.57%	10.69%

This low level of academic performance in the middle school years seriously hinders a child's chance of becoming a high-achieving scholar in high school or college. The effects of these statistics leave East of the River children without the education necessary to transcend poverty and ill-equipped with the skills and knowledge necessary to succeed and succeed in college and professional careers. Without intervention at this critical stage of learning, too many District of Columbia children are destined to lead difficult lives—lives that are often severely complicated by poverty, violence, and desperation.

The need for a school like Achievement Prep located East of the River is evident. If this generation of children is to escape the cycle of poverty that now defines their communities, they must be given the resources to achieve and an environment intentionally designed to ensure their academic and social success. We believe we can succeed at bringing students to academic mastery where other public schools have struggled. As a charter school, we will have the freedom to choose faculty who are fully committed to our mission, select curriculum that builds strong literacy and numeracy, set schedules that best serve the needs of our students, and make budgetary decisions that further the goals as established in our Accountability Plan (see Section D). These freedoms will enable us to have our school run approaches and practices that have been proven effective at existing high-performing urban schools serving similar populations and which have consistently resulted in strong and measurable academic achievement.

Meeting the Educational Need/Fourth Grade Start – Literacy

“... the fourth-grade reading gap (which widens with each succeeding grade) represents the single greatest failure in American public schooling and the most disheartening affront to the ideal of democratic education.” – E.D. Hirsch, Jr.²⁰

All students deserve to learn. All students can, not learn if they can not read. Literacy is the most essential academic skill upon which the majority of all further skill and knowledge acquisition is based. Yet literacy is at risk even before a socio-economically disadvantaged child enters school in the youngest grades. Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million

¹⁸ KIPP DC: AIM, the only public charter stand alone middle school in Ward 8, opened its doors in the Fall of 2005 and did not have the same success academically as its peers KIPP DC schools. Hope Archibong Public Charter School (opening with 100 6th graders) and Maya Angelou Public Charter School (opening with 100 6th graders) are both proposing to open stand alone middle schools in Ward 8 in the Fall of 2007, and both will provide additional charter school options East of the River. However, even with those additions, that will leave thousands of middle school-aged students West of the River without the option of attending a non-traditional neighborhood charter middle/junior high school.

¹⁹ <http://washpost.com/MSL/8/>

²⁰ Hirsch, E.D., “Overcoming the Language Gap: Make Every Use of Literacy Time Count,” *Education Week*, May 1, 2003.

fewer words than a child who is economically advantaged.¹⁹ This lack of language exposure and early language development within the household has the typical socio-economically disadvantaged child attending the first day of school with only one half the vocabulary of his/her more affluent schoolmates.²⁰

The gaps in vocabulary exposure slow a child's comprehension and learning. The detrimental effects of this "early catastrophe" are most evident in the fourth grade. In 2005, 71% of D.C.'s African-American fourth



2005 NAEP - District of Columbia, Grade 4 Reading
(Source: National Center for Education Statistics)

graders were "below basic" on the 2005 NAEP reading assessment, while 10% of White students scored either "proficient" or "advanced."

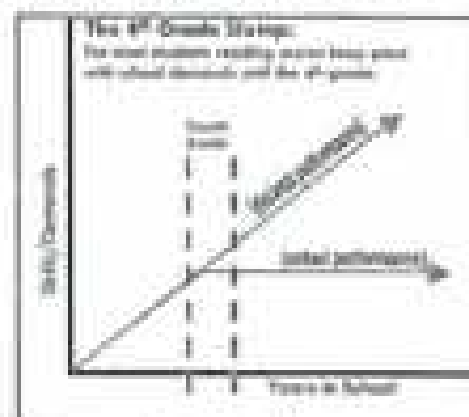
Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic success. According to the National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled

reader by that time is unlikely to graduate from high school."²¹ Although a student's reading competency develops throughout his/her school years, a critical period in reading development occurs between third and fifth grades. An emergence of comprehension difficulties seen at the midpoint of this period is sometimes referred to as the *fourth grade slump*. Some students may read adequately from kindergarten through third grade but begin to show severe signs of reading difficulty when they reach fourth grade.

Literacy expert Dr. Jean S. Chall identified two major stages of reading development – "learning to read" and "reading to learn."²² "Learning to read" is primarily a time when students are decoding words (the act of translating language from printed text) contained in simple texts that use familiar language.

"Reading to learn" means moving beyond the primary task of decoding to making sense of written text, particularly in expository materials such as content area textbooks and reference books designed to convey factual information. At the fourth grade "reading to learn" stage, texts become more complex and abstract, and contain language and concepts that are more challenging. Teachers begin to set aside the basic readers and storybooks and start to assign longer, more difficult and content-rich reading materials. Prior to fourth grade, students are judged to be competent readers if they can sound out words and follow simple plot. Beginning in fourth grade, students have to move from primarily decoding text to a solid comprehension of text – gathering, analyzing and interpreting information. In order to learn from these more demanding texts "the readers must be fluent in recognizing words, and their vocabulary and knowledge need to expand, as does their ability to think critically and broadly."²³

Because of the lack of vocabulary exposure of many socio-economically disadvantaged students during early language development, in fourth grade, where the purpose of reading begins to take a new form, words are less familiar and difficulty in text comprehension compounds. Although the language and comprehension of



Fourth Grade Slump
(Source: Alliance for Excellent Education, Policy Brief, June 2006, p.5)

¹⁹ Barry Hart and Todd R. Kelly, "The Early Catastrophe: The 30 Million Word Gap by Age 3," *American Educator* (Spring 2005).

²⁰ Ibid.

²¹ National Research Council, 1999 (<http://www.nap.edu/books/0462081665/html/00000001.htm>).

²² Chall, J.S. (1983). *Stages of Reading Development*. New York: McGraw-Hill.

²³ Chall, J.S., Jacobs, V.A., & Katsaris, L.H. (1990). *The Reading Crisis: Why Poor Children Fail School*. Cambridge, Mass.: Harvard University Press.

many socio-economically disadvantaged students often appear to be sufficient for the first three grades, many students are unprepared to meet the challenge of the greater number of abstract, rhetorical, and literary words characteristic of the reading materials of grades four and beyond. Simply stated, if students are unable to successfully make the transition to such complex language, to move from “learning to read” to “reading to learn,” their academic success will be severely challenged.

Achievement Prep's Response to the Need

“What is disturbing is that we already know what good schools look like. We already know what to do to provide quality education. It is just that we have chosen which children we will do it for.” – Dr. Lorraine McCrue¹⁹

Our Program

Achievement Prep's school program is intentionally and strategically designed to combat the fourth-grade slump by beginning its enrollment at this critical educational stage for students with a rigorous academic program focused on literacy intervention, remediation and acceleration. A fourth grade start will allow us to strengthen academic weaknesses earlier in the development of our students and ensure a successful transition of our students to the “reading to learn” stage at fourth grade by maintaining a relentless focus on developing literary skills. A review of existing schools serving low-income populations finds that a laser focus on basic literacy in the early years of schools, as represented by many of the practices we propose to employ, is a central commonality among high-performing schools.²⁰ Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies, fostering fluency through extensive practice reading, and inculcating a deep love of reading. This strong focus on literacy effectively supports students with disabilities, those with limited English language ability, and those “at-risk” of academic failure. In order to fulfill our mission our students must demonstrate mastery not just in literacy, but in the study of science, social studies/history, mathematics, and other subjects that depend, in great part, on printed text and the comprehension of the same. A fourth grade start will allow an extended time with our students to build the necessary skills to ensure such content mastery by the end of eighth grade, and to develop the critical vocabulary that is central to success in each of these disciplines.

The founders of Achievement Prep recognize that expanding the traditional definition of “middle school” to include fourth grade is new. It is not, however, unprecedented in D.C. Independent, prestigious college-preparatory schools such as St. Albans and the National Cathedral School begin their academic programs at fourth grade. Many other local independent schools and successful charter schools such as DC Preparatory Academy, The Washington Latin School, and the KIPP DC charters, have also found that an expanded middle school allows them to maximize time with their students and therefore maximize student preparation and student performance.²¹ Given our mission, we believe we must expand the traditional notion of what constitutes middle school grades in order to ensure that our students are “reading to learn” and thus do not experience deterioration of academic performance during their middle school years.

Simultaneously, we recognize that fourth graders are still developing cognitively, emotionally and socially and are not prepared for direct entry into the rigors and socialization of a traditional middle school with a sixth or seventh grade start. We also acknowledge that parents may be reluctant to withdraw their students at fourth grade from their current elementary school where they feel satisfied that their child is successful. To address the former issue, we have divided the school into two separate academies – Foundation Academy and Legacy Academy. See Section A.1.a on p. 11 for more details on the two academies. Further, our purposeful small school program and enrollment policy discussed below, coupled with our meticulously planned and expected implementation of our school culture, will provide the supportive learning

¹⁹ Dr. Lorraine McCrue, quoted in a *Flourish* feature, sponsored a dinner in March, 1998.

²⁰ In his review of high-performing, high poverty schools, author Samuel Carter Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing schools. Samuel Carter Carter, *No Excuses: Learning IV: High-Performing, High-Poverty Schools*, The Heritage Foundation (2002), p. 28.

²¹ D.C. Preparatory Academy, a public charter school located in Ward 5, opened its doors in 2003 with a 4th grade entry point. High-performing local charter schools like The Washington Latin School, located in Ward 3, and the KIPP DC charters, located throughout the District, begin their middle school academic program at grade 5. Many other local independent schools begin their academic middle school program at grade 6 rather than the traditional 7th/8th grade start.

environment necessary for our students of all ages and developmental levels to thrive. To address the latter concerns of student recruitment and working with our families, we have developed an aggressive recruitment and marketing plan to inform families of Achievement Prep and the benefits of enrolling their children in such a school. We will make every effort to educate families about charter schools, the Achievement Prep program and school culture, and the commitment Achievement Prep will make not only to their child(ren), but to them as parents and concerned families. We will address their concerns directly and, as appropriate, use the information we receive from families to better inform our planning. See Section B.5 on p. 80 for details on recruiting and marketing.

Our Commitment

The founders of Achievement Prep commit to creating a school that will deliver on the promise of high student achievement. We are committed to creating a school of excellence where teachers deliver high quality instruction, are supported professionally and have the resources needed to be effective educators. We will create and maintain a learning environment that is safe, structured and conducive to learning. We will recruit, hire and develop¹⁷ a team of talented teachers and administrators who will be trained in best practices instruction. We are committed to partnering with parents in their child's education (See Section A.4.a on p. 46). We will work with and through the community to ensure we are meeting the needs of our stakeholders (See Section B.5.a on p. 80). We are committed to delivering to the children and families East of the River an equal, high quality, college preparatory expanded middle school.

We believe that the need to improve the educational opportunities of socio-economically disadvantaged students is urgent. To prepare to successfully meet the academic and social needs of our target population, we have studied the most successful high-performing charter schools in D.C. and across the country that serve similar populations, and have modeled and adopted proven best practices to design a disciplined curriculum and school program that will prepare our students to achieve academic and social success. For students who are behind, instruction is designed to build the necessary skills to reach grade level quickly. For students at or above grade level, the curriculum rapidly accelerates the learning of students. We recognize that many of our students will come from difficult home environments. While some schools and educators believe that such students must receive special allowances and dispensations, we reject this idea. Our program is supportive in nature and takes into consideration the social needs and circumstances of our students, but we do not allow outside social factors to influence the high level of academic expectation we have for our students. We believe that schools must challenge students to transcend difficult circumstances through diligence and hard work. As the principal of a high-performing elementary school in Detroit states, "We teach the children that being smart is something earned through hard work. We don't ask the children, 'How bad off are you?' We say, 'Find out how good you can be.'"¹⁸ At the center of our academic program is a series of academic supports that will ensure that all students find out "how good they can be" by meeting or exceeding our existing standards.¹⁹

Enrollment

We recognize that the challenges of creating a new school and a new organization are great. We believe that a small and intimate initial operation of only two grades and six cohorts of students will allow us to grow strategically, increasing complexity and size only after firmly establishing our demanding culture of academic achievement and high behavioral expectations. Growing slowly is also important for the business functions of financial management, fundraising and governance that are all part of the entity we are creating.

A small school will allow us to most effectively fulfill our mission. A small school also allows for personalized, targeted instruction. Studies have shown conclusively that once a school reaches a certain size, generally over 400 students, its effectiveness is diminished.²⁰ Findings have shown that academic

¹⁷ See Section A.4.f on p. 51 for information on professional development, and Section C.2.b on p. 88 for information on staff qualifications and recruitment.

¹⁸ Patricia Smith, Director of Curriculum and Instruction of Great Elementary, Detroit, MI, quoted in Samuel Chang-Cook, *No Dream Too Great: 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2008), p. 48.

¹⁹ See Section A.2.c on p. 34, of application for a full description of the learning supports put in place at Achievement Prep.

²⁰ Kappan, August, L. "Small Schools Offer Real Hope For Communities Of Color." *2004*. www.usalliancefor.org.

achievement and safety are negatively impacted as schools increase in size.³⁹ Smaller schools diminish school violence, raise academic engagement and achievement, and increase attendance and graduation rates – the very issues with which minority communities across the nation are grappling.⁴⁰ D.C., like many other large urban districts, has large middle and high schools. Within these larger environments, administrators and teachers can not know every student and family, and a consistent school culture can be difficult to establish, implement and maintain. In a smaller school, students more readily feel a sense of belonging instead of alienation.

As a result of our desire to replicate the success of smaller schools across the country, Achievement Prep will open in August 2008 with 60 fourth graders and 60 fifth graders, for an initial student enrollment of 120 students. Each year thereafter, Achievement Prep will enroll 60 new students in grade five and fill any open seats in grade four. At maximum student capacity and full grade enrollment, we can serve a total of 300 students through grade eight in 2011.⁴¹ However, based upon the experience of charter schools serving similar populations, we anticipate and have planned for a 10% student attrition rate per year as shown on the table below.

	2008-2009	2009-2010	2010-2011	2011-2012
4 th Grade	60	60	60	60
5 th Grade	60	60	60	60
6 th Grade		54	54	54
7 th Grade			49	49
8 th Grade				44
TOTAL	120	174	223	267

We have created a budget and designed a program that absorbs the anticipated attrition (see Budget in Section F). Our program, with its accelerated instruction and demanding culture, is designed to ensure that students are thoroughly prepared to compete for placement in the most rigorous and prestigious college-preparatory and magnet high schools, and therefore necessitates this enrollment limit. Research indicates that bringing students in after the earliest grades offered by a charter school – for Achievement Prep, fifth grade – negatively impacts his/her ability to successfully integrate into all components of a school and thus negatively impacts the school's ability to fully execute its mission for that child.⁴² Because we are accountable to our students and parents to fulfill our mission, it is critical that our students have the maximum benefit of our academic program.

In order to keep the school on firm financial footing and ensure we fulfill our mission, we are prepared to revise our enrollment policy as necessary. We will work diligently as a school to avoid this, and this would happen primarily under the following circumstances:

- The actual rate of attrition surpasses our estimate and such attrition negatively impacts our programming and fiscal viability.
- We are unable to raise the necessary non-governmental funds called for in our budget projections, or the level of our governmental funding changes dramatically and such events negatively impact our programming and fiscal viability.

³⁹ Ibid.

⁴⁰ Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. According to a recent study by Bank Street College of Education "small schools established between 1990 and 1997 in the Chicago area found that students in these schools had lower dropout rates, completed more courses, made higher grades and showed more improvement in standardized test scores." Education Commission of the States <http://www.ecs.org/resources/achieper/Assets/Research/Case>

⁴¹ The enrollment of 60 new 4th grade students assumes that all previous 4th graders were successfully promoted to 5th grade. However, our academic program and requirements for promotion are very rigorous. Therefore, we must take into account the possibility that a percentage of students will be retained in the 4th grade and 5th grade. In the event that this occurs, Achievement Prep will enroll lower new 4th grade students so that the total then due for 4th grade still be 60 students, and we will only enroll students in grade 5 as long as there are seats available and the total 5th grade class size does not exceed 60 students.

⁴² Examples of other high-performing charter schools in D.C. like the KIPP DC charter, E.L. Warren Public Charter School, DC Preparatory Academy, and other high-performing charter schools like Redburn Preparatory Charter School in Boston, MA, and Haverhill Academy in Newark, NJ, have found that enrolling students in the later grades has less detrimental to the new student's academic and social success. These school leaders have found that students needed at least prior experience of a significant prior classroom, and usually have proven academic achievement that supported their acquisition of new skills.

b. Mission and Philosophy

"The best education for the best is the best education for all." – Robert Maynard Hutchins¹⁷

Our Mission

Achievement Preparatory Academy prepares students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond.

Our Beliefs

"Many things we need not wait. The child cannot. Now is the time his heart are formed, his mind developed. To him we can not say tomorrow, his name is today." – Chilean poet Gabriela Mistral

At Achievement Prep, we believe that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college preparatory education.
- Closing the achievement gap in education is the "good fight" all schools must fight – and win.
- When provided with a highly structured, disciplined and supportive learning environment, with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality learning environment.
- Our most important partnership is our partnership with our parents.

Our Philosophy

The educational philosophy of Achievement Prep is based on two core values: excellence and accountability.

Excellence

"You cannot afford excellence; you have a simpler choice." – Dr. Louanne Moore¹⁸

Schools that offer high quality programs and produce outstanding results for students do so because they expect excellence from all members of the school community, and they create the structures and systems that support that expectation. Research on urban, public, high-performing schools serving a student population with similar demographics has demonstrated again and again that a high bar, calling forth the best efforts of students and staff alike, is essential to producing high levels of academic mastery.¹⁹ In these schools the expectations are high, clear and consistent day to day. Each member of the school community knows that good is not "good enough," and that only excellence is "good enough." Achievement Prep will be that type of school. Moreover, the challenge to personal achievement will be matched with the tools and the support to meet that challenge. At Achievement Prep, there will be no substitute for excellence – and no excuse for mediocrity. Artificial inducements to bolster self-esteem will have no place in our school. Instead, we will encourage the timeless qualities of self-examination, self-control and self-sacrifice. It is, after all, the examined life, the disciplined life and the life poured out in service to others that constitutes the main object and true ideal of education, and which produces the strongest and most powerful sense of self.

Excellence in Leadership

We are acutely aware of the importance of strong leadership in the creation of a high-performing urban school. This includes strong day-to-day management by the Head of School and oversight by a strong Board of Trustees. Achievement Prep has assembled an extraordinary team of individuals who are capable of governing and managing the school, and who are able to embrace the vision and mission of the school, as well as establish policies that will protect the school's organizational and academic success over time and ensure its success into the future. Our structure calls for the continual professional development of school

¹⁷ Primary source of quote unknown. Secondary source: H.J. Aiken, *The Parker Paper* (p. 4 (1982)).

¹⁸ Dr. Louanne Moore, quoted in a professional development session for Georgetown Public School District Superintendents, 28/2/2016.

¹⁹ See Gary Phillips, U.S. Department of Education, *Learning Opportunity (2009)*, and *Strategic and Supportive Transitions*, No Future: Closing the Achievement Gap in Learning (2013).

leadership in best practices employed throughout high-performing schools. We believe that the best professional development for school leaders is to maintain strong leaders around them and for those leaders to communicate regularly. At least three times per school year Achievement Prep school leaders will visit other high-performing schools serving similar student populations and grade levels to learn the best practices of running high-performing schools. We will invite school leaders in for professional development of the entire Achievement Prep faculty.¹⁸

Excellence in Instruction

All faculty at Achievement Prep will be expected to provide students with high level, quality instruction and support. Emphasizing the instructional methodologies discussed in Section A.2.c on p. 25, teachers will work hard to ensure that the academic needs of *each* student are met, that every student is academically challenged, and that we have exceeded the expectations *any* student may set for him/herself. In order to ensure that the expectation of instructional excellence is realized, we will provide faculty with regular constructive feedback and guidance, along with professional development to help them constantly improve in their profession. We will use the data from student assessments to inform the curriculum and quality of instruction delivered to our students.

Excellence in Academic

We will seek to create a culture of academic excellence in which all children read and write on or above grade level, master one year of high school algebra by the end of grade 8, and act in respectful and honorable ways.¹⁹ A culture of academic excellence is built on the premise that we are not born smart, but learn to be smart, and that school success is a direct result of hard work and intense study. Such a culture sets high goals and then creates a daily strategic plan and school wide systems to achieve each goal. Our rigorous academic standards will be matched by our scrupulous dedication to helping each and every student rise to the challenge. Our curriculum, aligned to D.C.'s newly adopted learning standards and the requirements of successful college-preparatory programs, is designed to challenge students to perform above grade level in the core academic subjects. In all subject areas, it is expected that students will master the content and demonstrate that mastery on internal and external assessments.

Excellence in Behavior

As with academics, behavioral expectations will be set high. At Achievement Prep it will not be enough for a student to simply stay out of trouble. Students will have affirmative responsibilities, such as participating actively in class, wearing their uniform with pride, and helping classmates who are having trouble. Building on the philosophy of successful charter schools like *Armed Academy*, a public charter middle school in New Haven, CT,²⁰ we will approach behavior just as we do academics: it must be taught and modeled by faculty, learned and practiced by students, and consistently and rigorously expected and reinforced throughout the school. We are obsessive about extraordinarily high standards for student behavior. We believe in the "broken window" theory²¹ which holds that ignoring the little problems – not wearing a complete uniform, submitting late or unsatisfactory homework, sucking of the teeth – creates a sense of inevitable decline in school culture. Student expectations are clear and will be consistently enforced by all members of the Achievement Prep community. Among other skills, we will explicitly teach our students how to shake hands, sit properly, walk in lines, clean up after themselves, make eye contact, and say "please" and "thank you." This will allow students to flourish in an environment that is designed to provide them with the best opportunity to reach high levels of achievement.

¹⁸ See Section A.4.f on p. 35 for details on our professional development program.

¹⁹ See Section D for our Accountability Plan that details our annual and five year goals in each of our regions.

²⁰ Founded in 1978, *Armed Academy* has been recognized as one of the country's top urban schools of excellence, dramatically closing the achievement gap for students from low-income backgrounds. On the Connecticut Mastery Test (CMT), since 2005, *Armed* students – who are 97% Black and Latino and 84% low/median parental income – outperformed the state in reading, writing, and math – they even passed every achievement standard.

²¹ The "broken window" theory is a prominent criminology policy theory stating that the prevention of bigger crimes begins with stopping small ones. James Q. Wilson and George L. Kelling, "Broken Windows," *The Atlantic Monthly*, March 1982.

Accountability

Accountability is one of the central tenets of charter school legislation. The founders of Achievement Prep honor and welcome that accountability.

Accountability to the Public

As a charter school, we gain autonomy in exchange for a higher level of accountability for student achievement. Achievement Prep takes seriously its responsibility for public accountability. Through published annual reports, family surveys, external evaluations, and community participation, we will invite the public to ensure that the school keeps its promises and successfully meets the educational needs of our students. We will publish our student performance results on our website, and the school will be forthcoming in collecting data to ensure that clear, measurable benchmarks are met. Our accountability plan will be a constant measure of how we are performing as a school and a critical tool to inform strategic growth over time for maximum student achievement. Therefore, instead of having a multitude of vague or hard-to-prove goals, we will have a small number of ambitious and easily-measured goals – focused on the student achievement necessary in the middle school to ensure preparation for demanding college-preparatory high schools.

Accountability to Families

We are ultimately accountable to the authorities for meeting the measures outlined in our Accountability Plan; however, we are just as accountable to our students and their parents and families. As a result, we take our responsibility to parents and families as part of our commitment to public accountability. We must ensure that every day we keep our promise to fulfill our mission for every student enrolled in our school. To do this, we will use regular internal assessment to objectively ensure that our students are learning and understanding subject matter content, and that we are providing the quality instruction and support needed for them to achieve academic success. We acknowledge that families have chosen our school and given us the honor of educating and impacting their children's lives. We do not take that for granted. As a result, we will opt on the side of over-communicating with parents about their students. (See Section A.4.a on p. 46 for communication with parents.) We view parents as partners and will use the Achievement Prep Covenant⁴⁴ as a way to hold the school accountable to its parents, but more importantly, as an invitation to parents to be close observers of our progress in fulfilling our mission.

Accountability to the Achievement Prep Community

Lastly, we recognize that there is an internal accountability among all members of the Achievement Prep community. We are all accountable for achieving our mission, respecting the culture of the school, and upholding and modeling the DREAM values. It is imperative that all members of the Achievement Prep community (teachers, administrators and students alike) uphold the expectations of the school consistently. We must all attend school on a daily basis and in a timely manner. We are all responsible for the quality of instruction and our pursuit of learning. Students are accountable for meeting subject content and meeting behavioral expectations; teachers are accountable for using professional development and student data to inform their instruction; and administration and staff are responsible for supporting the teachers and students by ensuring access to the necessary resources and providing constructive feedback and guidance. We are all accountable for the care and upkeep of our facility and maintaining a safe, supportive and diverse environment within our school for every student and faculty member.

c. Educational Focus

Achievement Prep is a college-preparatory middle school and as such, the message to all Achievement Prep students will be clear: you are going to college. In our society, an outstanding, college-preparatory education has developed into a privilege, not the absolute right that it must become for every student. The focus of our work and our students' success is clear: COLLEGE – by way of admission to and success in college-preparatory and local magnet high schools after Achievement Prep. Achievement Prep is dedicated to ensuring that our graduates have the necessary foundation, academic skills and knowledge, and are fully

⁴⁴ See Section A.4.a on p. 46 for a description of the Achievement Prep covenant.

prepared to enter in and succeed at the most rigorous, high-performing public and independent college-preparatory high schools in D.C. and beyond – with their next step being COLLEGE.

We do recognize that not all students will attend college after high school graduation. Indeed, certain students may decide never to attend. The unconditional nature of our college preparation model comes from a belief that all students must at least have the opportunity to choose college and the opportunity to be ready to make such a choice – not that they are blocked out of higher education because of the lack of academic preparation. We lament that the familiar refrain ‘college isn’t for everybody’ frequently evokes low expectations. In today’s competitive job market, fewer intellectually challenging or financially rewarding jobs are available to those without college degrees. Achievement Prep should not decide to forego a college degree, yet we hope that every student who makes this decision will do so with the self-assurance that only a college acceptance letter in hand can provide. Regardless of the ultimate decision of an Achievement Prep graduate, we will fully support and equally educate all of our students throughout their time with Achievement Prep and equip every one of them with a firm academic background rooted in literacy and mathematics, which will prepare them for their next steps, college or otherwise, after Achievement Prep.

Our educational focus on and pursuit of college as a goal for our students is based on considerable research about the opportunities provided by a college education and the low college attendance and graduation rates of minority students. College graduates have access to a considerably larger array of career options than non-graduates. At Achievement Prep we will work to open doors for our students so they can be what they want to be. Without a strong educational foundation, the career opportunities for young people narrow significantly. The chart below provides a powerful reminder that education often equals financial security and those who complete higher levels of education have higher earning potential.



As a charter school operating East of the River, we will serve a large percentage of minority students. College has been an elusive goal for many minority students in D.C. and other urban centers. We are wholly committed to ensuring that our students gain the tools to be admitted to and excel in top high schools and colleges.

Program Design

Our program is designed around three key areas: 1) Expanded Middle School, 2) Two Academics, and 3) Character and Leadership Program.

1. *Expanded Middle School - Fourth Grade Start*

As discussed in Section A.1.4, Achievement Prep expands the traditional definition of middle school to include an *every* point of fourth grade. Our program is purposefully and strategically designed to combat the *fourth-grade slump* by beginning its enrollment at this critical educational stage of students with a rigorous academic program focused on literacy intervention, remediation and acceleration.

2. *Two Academies*

Achievement Prep will be divided into two grade-based academies.⁴¹ Students in grades four through six will be in the Foundation Academy; students in grades seven and eight will be in the Legacy Academy. We recognize that the cognitive, developmental and social needs of younger students are different than those of seventh or eighth grade students. Creating two distinct academies in one aligned school will allow us to address the differences in our students yet remain one school with one mission.

In the Foundation Academy, we will establish the basis for developing high-achieving scholars and leaders. The Foundation Academy will focus on building student proficiency and application in the core academic skills (especially reading, writing and math). We expect that students entering the Foundation Academy will have substantial gaps in their academic learning. We will provide students with intensive academic and remedial support to bring them up to grade level quickly. The Foundation Academy is where we will focus targeted instruction geared towards overcoming the *fourth-grade slump* and successfully transitioning students to the “reading to learn” stage. The intense English language arts program is designed around and focused on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.⁴² In addition to the five key components of excellent reading instruction, Achievement Prep will offer a rigorous writing curriculum that will have a heavy focus on sentence structure, grammar, and paragraph formation. We will also focus on the use of proper English in speech. In the Foundation Academy we will introduce the teaching technique “Forum Matters”⁴³ to emphasize the importance of proper speech, including asking and answering questions in complete sentence and using the proper parts of speech and verb tense. Our math curriculum in the Foundation Academy will focus on student mastery of both basic fact knowledge and “accomplitory” with procedural computation and problem solving. The science and social studies focus will provide Foundation Academy students with a solid base of academic skills necessary to accelerate their learning in these subject matters upon entry into the Legacy Academy. Since the Foundation Academy is the entry point for all Achievement Prep students, there will be great emphasis on the socialization of students to Achievement Prep’s school culture and expectations.

The Legacy Academy will build on the students’ mastery of the core academic skills developed in the Foundation Academy. In the Legacy Academy, students will concentrate on curriculum content that is more challenging and complex, and learn to synthesize, analyze, and make inferences. English language arts and mathematics will continue to be the core focus of our academic program.⁴⁴ We will accelerate the level of academic expectations and challenge students to improve their academic achievement. There will be less focus on remediation, and more focus on Legacy Academy students providing leadership to their younger peers by modeling hard work and respectful behavior. Legacy Academy students will also play significant roles in the school, such as serving as tour guides and school ambassadors, as they must have a personal investment in the school community and feel that adults are working both for and with them. In the Legacy Academy, under the leadership of our High School Placement Coordinator, we will prepare our students to compete for immediate entry into the most rigorous college-preparatory programs in D.C. and the nation.

⁴¹ Grouping students into grade-level academies is an approach that many high-performing charter schools with no integrated middle school have adopted (Jones, 2014, p.25).

⁴² National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NCRP Publication No. 40). Washington, D.C.: U.S. Government Printing Office. See Section A.2 on p. 13 for full description of Achievement Prep’s English language arts program.

⁴³ See Section A.2.4 on p. 27 for description of Forum Matters.

⁴⁴ See Section A.2.4 on p. 17 of the application for more detail on Achievement Prep curriculum.

Upon exit from both the Foundation Academy and the Legacy Academy, students will complete an exit interview that highlights areas of personal growth and challenges.

3. Character and Leadership Program

Integral to Achievement Prep's mission is the notion set forth by Dr. Martin Luther King, Jr. – "strong mind and tender heart" – the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. Our emphasis on universal human values and timeless wisdom prepares students to become informed, concerned citizens who are successful in work and in life. Through our *Be the Dream*¹² character and leadership education curriculum, Achievement Prep students will not just develop as intellectuals, but also as responsible citizens. By adopting and practicing Achievement Prep's DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery), we will prepare our students to become leaders and give back to their families and their communities. The goal is for Achievement Prep students to not merely do "well," but also to do "good." Our school culture will make it "cool" to do well – and to help others. Through clear rules and constant positive reinforcement, all Achievement Prep students will learn to take responsibility for themselves, their school, and their community. See Section A.2.b p. 17 for specific details on *Be the Dream* curriculum.

d. Goals

The founders of Achievement Prep have been intentional and thoughtful in developing clear, measurable, objective and attainable academic, non-academic and organizational goals directly tied to the school's mission. The goals listed below, as well as the performance indicators, assessment tools and strategies for attainment, are thoroughly discussed in the Accountability Plan found in Section D of the application. Our stated goals reflect our commitment to accountability and to the measurable review of our academic, organizational, and school viability. All goals are established to ensure that Achievement Prep students meet or exceed District of Columbia's learning standards (hereinafter referred to as "DC Standards"), that all subgroups make Adequate Yearly Progress, and all students reach academic proficiency by 2014 as outlined in the mandate of No Child Left Behind (NCLB).

Academic Goals

Our academic goals address the five core academic subjects: reading, writing, mathematics, science and social studies/history. Student progress in each of these subject areas will be used as a means to evaluate the school's success in meeting its academic goals. For the purpose of measuring students' academic development, we have adopted the definition of proficient used on the DC-CAS. The DC-CAS defines proficient as "students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems."¹³ In many cases, the academic goals represent annual goals such as 80% of students earning promotion to the next grade will score at least 75% on the Comprehensive Year-End Examination. In some cases they describe goals to be obtained over the term of the charter. Each academic goal is tied directly into the school design and programming.

1. Students master content in reading and demonstrate proficiency as readers of the English language.
2. Students master content in writing and demonstrate grade level proficiency or higher and progress one year or more every year in writing.
3. Students master content in math and demonstrate increased academic achievement in mathematics annually in tested areas.
4. Students demonstrate grade level proficiency or higher, and progress one year or more every year in science.
5. Students will demonstrate an increase in achievement scores in reading on the Woodcock Johnson III assessment for special education students.
6. Students will demonstrate an increase in achievement scores in mathematics on the Woodcock Johnson III assessment for special education students.

¹² Our leadership and character education program is titled after the inspiring book, *Be the Dream* by Gary Thomas.
¹³ <http://www.doe.dc.net>

Non-Academic Goals

Our non-academic goals fully support our academic goals. First, and unsurprisingly, our students must excel academically for Achievement Prep to be a success. At the same time, our students must thrive socially and developmentally; parents and families must support the work of Achievement Prep and in turn believe that there is a mutual respect for their hard work as parents; and finally, the surrounding community must be in favor of and support the existence of Achievement Prep. Each non-academic goal is tied directly into the school design and programming.

1. Students demonstrate high levels of attendance and homework completion.
2. Students consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery) in their actions and interactions within the school community.
3. Maintain annual out of school suspensions less than 5%.
4. Parents/families actively engage in their child's learning and support the mission of the school.
5. Parents/families demonstrate high satisfaction with the academic program and the close and open communication of Achievement Prep.
6. The community will demonstrate overall satisfaction with Achievement Prep.
7. The faculty and staff will demonstrate overall satisfaction with Achievement Prep.

Organizational Goals

We recognize that we are a non-profit business with legal and fiduciary responsibilities to be sound and thorough in our business practices, operational management and organizational governance. The organizational goals below are derived from that premise.

1. Achievement Prep demonstrates fiduciary and financial responsibility for public and private funds.
2. Achievement Prep's Board of Trustees is an active and responsible governing body that ensures the school is financially viable.
3. Achievement Prep's Board of Trustees will be an effective and accountable.
4. Achievement Prep demonstrates effective systems of home/school communication.
5. Achievement Prep demonstrates full enrollment and strong student retention.

2. Academic Design

a. Student Content and Performance Standards

Academic

The new, rigorous D.C. standards provide the framework for our content standards. We will work strategically and deliberately so that students master all of D.C.'s clear and rigorous academic standards. Where necessary to ensure students are fully prepared for demanding college-preparatory and local magnet high schools, we will strengthen our curricula further, exceeding the D.C. Standards in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills. In addition to the D.C. Standards, we will adopt content standards from Arizona, California, Indiana and Massachusetts - states with standards that are considered among the best in the nation.⁴⁹

- **English language arts.** We will fully adopt D.C. Standards and supplement these with California's English standards and National Assessment of Educational Programs (NAEP) frameworks. We have chosen California standards because they are clear, specific, and measurable and address all areas of English language arts well and comprehensively. California's ELA standards received a grade of "A" nationally. Because literacy is the core of our program and we want to be sure our students are performing at or above the levels of students across the nation, we will also include the National Assessment of Educational Programs (NAEP) frameworks.⁵⁰

⁴⁹ In its 2010 State of Your Standards report, the Thomas B. Fordham Foundation states that California, Indiana and Massachusetts have the top standards in the nation, and "have successfully produced top-flight K-12 standards across the curriculum." *It Takes a Vision: How Three States Created Great Schools*. January 19. Arizona's U.S. History standards have proven to provide classroom and middle school teachers with a first-hand chance to share in the study of U.S. history. *Ibid.*

⁵⁰ NAEP has real value goals to compare student achievement in core and other jurisdictions and to track changes in achievement of basic, English, and reading grades over time to understand, testing, writing, science, and other content domains.

- **Math.** We will fully adopt D.C. standards. The District fully adopted the Massachusetts state math standards which are ranked 2nd in the nation.
- **Science.** We will fully adopt D.C. Standards and supplement these with Massachusetts and California standards for science, two very well respected states for rigorous science learning standards. California's science standards received a rating of 97 out of 100, and Massachusetts science standards received a rating of 94 out of 100.¹⁸
- **Social Studies/History.** We will fully adopt the D.C. Standards and supplement the same with Arizona's U.S. History standards. In addition, in the Legacy Academy, we will supplement the world history curricula with Indiana's world history standards. Indiana's world history standards have been recognized as the best in the nation.¹⁹

Non-Academics

In addition to academics, the school's mission calls for Achievement Prep to develop the character and leadership skills of its students. Just as we have academic standards that describe student outcomes at each grade level, we will internally develop character education standards that describe the focus and outcomes for each grade level. See Sections A.2.b p. 17 and A.2.c on p. 17 for details on the expected outcomes for the *Be the Dream* curriculum.

Both our academic and non-academic standards will provide our students with the skills and characteristics necessary for success beyond Achievement Prep.

Supporting all Achievement Prep Students

Our curriculum will be designed and suitable for all students. While we anticipate a diverse student body with varying learning needs and capabilities, our commitment to our mission and our entire student body will not vary from student to student. We will differentiate instruction as needed, and provide all of the supports, accommodations and modifications necessary to best support the differing needs and capabilities of each individual student, including ELL and special education students. These supports are discussed in greater detail in Section A.3.d on p. 34 of the application. The full development and implementation of these supports will be informed by ELL and Special Education experts who will also review the content and performance standards in each subject.

Timeline

We will fully develop our curriculum pursuant to the timetable set forth below and the process described in Section A.2.b on p. 17. During the planning year, Phyllis Hedlund, Ed.D.,²⁰ seasoned educator and curriculum development specialist, will work with the Head of School (and once identified, the curriculum design team and Director of Curriculum and Instruction) to develop the curriculum. We have identified two very strong candidates who are in the final stages of our interview process for the Director of Curriculum and Instruction position. Either candidate, if selected, is available to and will start during the planning year. We anticipate making a final decision by January 15, 2008.²¹

Achievement Prep Year 1 Schedule Curriculum Development Timeline													
	2007						2008						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Curriculum Planning													
Identify and hire curriculum design team													
Write benchmarks for content standards by grade, including <i>Be the Dream</i>													

¹⁸ Thomas R. Frohman, Ed.D.

¹⁹ Ibid.

²⁰ Phyllis Hedlund's resume can be found in Section G.

²¹ Please see Section G for the details of the two Director of Curriculum and Instruction candidates, Marlene Mayhew and Tingzhen Liang.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

Curriculum

Unpublished research
Case reports
Retrospective observational studies
Prospective observational studies
Randomized controlled trials

Strongest Evidence
Weakest Evidence

Figure 1. Hierarchy of Evidence in Medical Research.

To accomplish our goals, we will adopt the curriculum development process of Rosbury Preparatory Charter

School, the highest performing urban middle school in Boston, MA.¹⁴ Teachers will plan their curricula and academic programs with the end goals/objectives in mind. During Summer Institute,¹⁵ academic faculty will perform a detailed item by item analysis of assessments, including released DC-CAS items¹⁶ and Stanford 10 exams, to identify the precise areas of content knowledge and skills our students should master in each course at each grade level. Once thoroughly analyzed and identified, those specific, measurable areas of skills and content will be combined with the D.C. Standards to create the specific, rigorous and measurable internal academic standards of Achievement Prep for each course in each grade. From these internal Achievement Prep standards and specified learning outcomes and goals, teachers will generate a Curriculum Alignment Template (CAT) for each course. The CAT includes the Achievement Prep internal standard, alignment to the D.C. Standards, student learning goals/outcomes for each standard, teaching activities to reach these standards, thinking skills covered,¹⁷ and assessments. These same CATs are then used to create interim assessments and year-end comprehensive assessments for each class. Using the Roxbury Prep modeled CAT, teachers ensure that every D.C. Standard and Achievement Prep standard is addressed with a class lesson, and that every class lesson addresses at least one standard, guaranteeing a high degree of accountability in teaching the standards and ensuring students master all of the necessary content and skills at each grade level.¹⁸ Achievement Prep's general curriculum outline is presented below with a more detail narrative thereafter.¹⁹

SUBJECT	Grade				
	4	5	6	7	8
Mathematics	Unit focus on procedures (computation) and problem solving. Applications: Algebra and Geometry integrated.		Pre-Algebra		
Reading	Graded reading, phonemic awareness, phonics, fluency, vocabulary, comprehension		English Literature I Reading and textual analysis of literature in a number of genres, spelling, grammar, punctuation, maps, research paper, editing/rewriting		English Literature II Build upon Eng. Lit I. Reading and textual analysis of literature in a number of genres, spelling, grammar, punctuation, maps, research paper, editing/rewriting
Writing	Spelling, grammar, punctuation, paragraph writing, editing/rewriting.				
History and Geography	Systematic study of US History from indigenous peoples to the present		Systematic study of World History from ancient civilizations to modern times		Colonialism – 1914 US Government
Life Sciences (Biology)	Integrated study of life, physical and earth sciences and a study of scientific methods and inquiry		Focus on earth and space science, life and physical science concepts, Scientific inquiry, experimentation and design		Focus on physical science, general chemistry and physics, life and earth science concepts, Scientific inquiry, experimentation and design
Physical Science (Physics)			Focus on life science and general biology, earth and physical science concepts, Scientific inquiry, experimentation and design		
Earth Science					

¹⁴ Roxbury Preparatory Charter School, a public charter school that serves 105 Black and Latino students in grades 4 through 8 (75% of whom qualify for the federal free and reduced price lunch program) is one of the highest achieving charter schools in the nation according to the U.S. Department of Education's Office of Innovation and Improvement. See *Students in Roxbury Master in MC-EL*, Press Release, Charol September 28, 2005.

¹⁵ See Section A.7.7 on p. 58 for details on Summer Institute.

¹⁶ In the event that public DC-CAS items are not available, we will use the most recent available version of the Massachusetts Comprehensive Assessment System exams.

¹⁷ In this volume, outcomes include how the tasks are categorized as Bloom's Taxonomy of educational objectives. All Achievement Prep teachers will ensure that there is a balance of higher-order and lower-order thinking skills. Overall, the performance tasks will range to emphasize from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS). Achievement Prep is dedicated to producing critical thinkers—students who not only acquire, comprehend, and apply knowledge, but also analyze, synthesize, and evaluate it. We recognize that this cannot occur without providing students with opportunities to engage both simple and complex material on a variety of levels. Through carefully crafted lesson planning, teachers will ensure that they are guiding students toward developing both lower-order and higher-order thinking skills. Outcomes, activities, and assessments will be crafted to very explicitly encourage critical thinking on numerous levels.

¹⁸ See Section K for sample CAT.

¹⁹ The topic labels given for each grade do not represent separate courses, but are listed to provide a framework for the year's content.

8 th Grade	
Mathematics	Understand the place value of whole numbers and decimals to two decimal places; round the number line to negative integers; compare decimals to fractions; estimate sums and differences; solve problems involving addition, subtraction, multiplication, and division of whole numbers; factor small whole numbers; use and interpret variables, mathematical symbols, and properties; write and simplify expressions and equations; understand perimeter and area; use two-dimensional coordinate grids to represent points and graph lines and simple figures; understand plane and solid geometric objects; make predictions for simple probability situations; organize, represent, and interpret numerical and categorical data; problem solving; critical thinking.
Reading	Develop vocabulary through spelling, decoding, basic knowledge of affixes and roots, context clues, and dictionary skills; perform meaning of figurative language; fluently read aloud familiar texts (various genres); compare and contrast characters and events of a story; identify a text's purpose, main points, and supporting details; distinguish characteristics of fiction from various types of expository; analyze information from various forms of media.
Writing	Choose and utilize the four basic parts of speech (nouns, verbs, adjectives, adverbs); use correct punctuation, capitalization, and spelling; combine simple sentences; compose poems that adhere to poetic conventions; paragraphs, summaries, and letters; apply knowledge of the narrative in writing; write and report basic research using writing.
US History and Geography	Describe land and people prior to European exploration; predict reasons for exploration of the Americas by various countries and the impact; assess colonial era European relationships with Native Americans and enslaved Africans; classify/integrate changes brought by War of Independence; identify and negotiate rights and freedoms supported by U.S. Constitution Preamble, Bill of Rights, and Statement of Natural Rights in Declaration of Independence; analyze, classify and compare structure and functions of various levels of government; use the following to compare historical flow maps, globes, charts, graphs, tables, timelines; contrast differences between primary sources and secondary sources to locate information; compare and contrast characteristics and impacts of culture, economic and technological advancements.
Science	Identify and separate the properties of materials; recognize and discuss the different properties of soil; support how air temperature, moisture, wind speed and direction, and precipitation make up the weather; recognize that the earth is part of a system called the "real system"; classify plants and animals according to the physical characteristics that they share; discuss the adaptations of living things; describe how energy is used by plants in the food chain; differentiate the properties of objects and materials; compare and contrast states of matter; recognize that energy is the ability to cause motion or state change; discuss the characteristics of magnetic energy, sound energy, electrical energy and light energy; compose questions and make predictions that can be tested; select and use appropriate tools and technology in order to extend observations.
9 th Grade	
Mathematics	Understand place value to billions and thousandths; compare with very large and very small numbers, positive integers, decimals, and fractions; understand the relationship between decimals, fractions, and percents; perform calculations and solve problems involving addition, subtraction, and simple multiplication; and division of fractions and decimals; add and subtract integers; use variables in simple expressions; compute the value of the expression for specific values of the variable; understand and compare the volumes and areas of simple objects; identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures; display, interpret, compare, and interpret different data sets; problem solving; think critically.
Reading	Develop vocabulary through spelling, decoding, understanding of imagery, Greek and Latin roots and affixes, context clues, and dictionary skills. Fluently read aloud narrative and expository texts; identify and analyze the characteristics of poetry, drama, and other types of fiction and expository; identify and analyze plot conflict; contrast character traits; understand and recognize theme; evaluate archetypes used in mythical and traditional literature; summarize main ideas and supporting details of nonfiction texts; use textual evidence to determine author's point of view; understand how text features make information accessible and usable; analyze rhetorically organized texts; draw inferences, conclusions, or generalizations supported by textual evidence; distinguish facts, supported inferences, and opinions in texts.
Writing	Identify and utilize seven basic parts of speech (adding conjunction, preposition, and pronoun to previous list); recognize verb phrases and tenses; use correct punctuation, capitalization, and spelling; write multiple paragraph stories and essays (with introductions, body, and conclusion paragraphs); gather research from various sources; write writing; analyze media persuasive techniques.
US History and Geography	Analyze United States westward expansion, industrialization, slavery, social justice movements, Civil War, Reconstruction, Second Industrial Revolution, World War I, African-American northern migration, Great Depression, New Deal, World War II, growth of the 1950s and 1960s, Civil Rights movement, growth of the late 20 th century; describe events occurring during 19 th century presidency; describe factors that fueled the growth of imperialism; analyze US expanding role in the world during late 19 th and early 20 th centuries; identify connections between current

	and historical events and issues, understand immigration and demographic changes; determine chronology and cause and effect; maps, globes, charts, graphs, works of art, primary sources, secondary sources, industrial conflict and cooperation.
Science	Distinguish among the various forms of precipitation; differentiate between weather and climate; describe the water cycle; recognize that plants and animals go through predictable life cycles; recognize that energy is the ability to cause motion or cause change; explain how electromagnets can be made, and give examples of how they can be used; recognize that sound is produced by vibrating objects and requires a medium through which to travel; ask questions and make predictions that can be tested; select and use appropriate tools and technology in order to record observations.
6th Grade	
Mathematics	Compare and order positive and negative fractions, decimals, and mixed numbers; solve problems involving fractions, ratios, proportions, and percentages; utilize algebraic expressions and equations; apply the order of operations; solve, graph and compare simple linear equations; analyze and use tables, graphs, and rules to solve problems; investigate geometric patterns; convert units of measurement; identify properties of angles and two and three-dimensional shapes; determine pi, area and circumference; analyze data sampling, theoretical and experimental probabilities; problem solve; think critically; compare the perimeter, area, and volume of common geometric objects.
Reading	Determine unfamiliar word meanings through use of Greek and Latin roots and affixes; determine meaning of figurative language; read aloud with pacing, intonation, and expression; use textual evidence to identify author's purpose; utilize point and electronic dictionaries and thesauri; identify textual organizational structures; determine figurative language meanings; analyze how tone and meaning is conveyed in poetry; identify and analyze characteristics of various types of nonfiction texts; identify characteristics of different forms of prose; identify and use structural features of popular media; analyze compare and contrast texts.
Writing	Identify and utilize eight basic parts of speech (adding exceptions to previous list); use common phrases, clauses, simple, compound, and compound-complex sentences; use correct punctuation, capitalization, spelling, and subject-verb agreement; write expository compositions, research reports, speeches, responses to literature, and narratives employing specific details; write writing to support level of detail; employ various textual organizational structures; create outlines and logical flow; utilize books and the Internet to complete research projects; apply research steps for completing projects; create multimedia presentations; deliver formal presentations.
World Geography and Culture	Identify purposes and uses of maps, globes, aerial photographs, and atlases to analyze people, places, and environments; construct maps using symbols to represent features; locate continents, bodies of water, mountain ranges, countries, cities on a map; determine the impact of geography on different peoples; describe impact of extreme natural events on human and physical environments; discuss geographic knowledge and skills related to current events; use geographic concepts and skills to find solutions to local, state, or national problems; compare and contrast how social institutions influence individual behavior in different societies; describe how social status helps/detracts to determine individual roles in various societies; examine the impact of cultural change brought about by technological inventions and innovations; use a variety of sources to identify examples of present conflicts between cultural groups; analyze historical and geographical background.
Science	Understand how topography is shaped by the weathering of rock and soil and by the transportation and deposition of sediment; explain the meaning of cohesion, convection, and conduction; recognize and describe that the currents in the air and ocean distribute heat energy; investigate and describe how pollutants can affect weather and the atmosphere; discuss how plate tectonics explain important features of the Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy and nutrients among themselves and with the environment; formulate a testable hypothesis; design and conduct an experiment specifying variables to be changed, controlled, and measured; draw conclusions based on data or evidence presented in tables or graphs; make inferences based on numbers or trends in the data.
7th Grade	
Mathematics (Pre-Algebra)	Read, write, and compare rational numbers in scientific notation; convert fractions to decimals and percents; differentiate between rational and irrational numbers; apply exponents, powers, and roots and use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, and graphs; interpret and evaluate expressions involving integer powers and simple roots; graph and interpret linear and some nonlinear functions; apply the Pythagorean theorem; use mathematical reasoning problem solve; think critically.
English Literature I (Writing Included)	Use knowledge of affixes and roots to determine the meaning of common root words; use textual evidence to support facts and opinions; build upon previously developed skills analyzing various nonfiction texts; employ character analysis; identify, analyze, and provide textual evidence of themes; identify various genres of fiction; analyze character and plot development; write summaries, persuasive essays, autobiographical narratives and poems; apply research steps for completing projects; effectively utilize English language conventions; support all statements and claims with evidence, descriptions, facts and statistics and specific examples; use note taking, outlines, and summaries to improve

	structure an outline, write writing to improve organization and word choice, critique works in oral presentations; deliver well-organized formal presentations that demonstrate command of standard American English.
World History and Geography	Understand the origins of modern human from Paleolithic Age to agricultural revolution; determine the impact of agricultural development; identify the peoples, cultural achievements, scientific contributions, governments, and religious traditions of Mesopotamia, Egypt, Kush, Indus Valley Civilization, Northern China, Olmecs, to 1000 B.C.E., Ancient Hebrews, Ancient Greeks, Rome, and Indian Subcontinent to 700 C.E.; describe development of sub-Saharan civilizations in Africa; explain importance of early trade routes; identify roles and contributions of individuals; compare historical origins, central beliefs, and spread of major religions; trace steps in the development of written language; describe transition from Roman Empire to Byzantine Empire; analyze various historical interpretations; understand Earth's grid system; create maps of the past.
Science	Recognize that all living organisms are composed of cells; describe that a typical cell of any organism contains genetic instructions that specify its traits; recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations; study the structure and function in living systems; understand that evidence from fossils allows us to understand the evolution of life on earth; recognize that organisms in ecosystems exchange energy and nutrients among themselves and with the physical environment; communicate the steps and results from an investigation in written reports and verbal presentations; discuss types of technology that are developed and in use.
8th Grade	
Mathematics (Algebra I)	Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers; solve equations and inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable; reinforced the concepts of parallel lines and perpendicular lines and how these slopes are related; add, subtract, multiply, and divide monomials and polynomials; solve a quadratic equation by factoring or completing the square; apply algebraic techniques to solve rate problems, work problems, and percent mixture problems; problem solve; think critically.
English Literature II (Writing Included)	Know the meanings of common foreign words used in the English language; understand shades of meaning in words; identify speaker's purpose and point of view; compare and contrast texts covering the same topic; build upon previously developed skills analyzing various rhetorical texts; evaluate structural elements of the plot; analyze how writing relates to problem and resolution; identify significant literary devices that define a writer's style; write main-paragraph essays with thesis statements, logical organization, detail, rhetorical devices, transitions, and varying sentence structures; write short scenes or narratives; support conclusions with analogies, metaphors, quotations, opinions from authorities, comparisons, and similar devices; write stories and scripts with dialogue; analyze electronic presentations; write writing for word choice, appropriate organization, consistent point of view, and transitions; deliver formal presentations that convey ideas clearly and relate to the background and interests of audience.
US History and Geography	Analyze migration of Europeans to the Americas from colonial times to World War I; recognize the impact of European migration on indigenous peoples and later on US citizens; understand the migration of enslaved Africans into European colonies; describe development of the American constitutional democracy; identify US Constitution and powers of the federal government; analyze the foundation of American political system; identify the rights, responsibilities, and rules of citizenship; understand the politics, geography, culture, and economy of new nations; describe early U.S. foreign policy; trace developments in the early 1800s, and issues of slavery; analyze factors leading to Civil War; determine significance of individuals or groups in the Civil War; describe impact of events and movements that influenced Reconstruction; discuss American economic response to the Industrial Revolution; understand progressive reforms resulting from Industrial Revolution; trace and define farm laws; analyze various historical interpretations; understand Earth's grid system; create maps of the past; analyze current events.
Science	Recognize that elements have distinct macroscopic properties and atomic structures; describe chemical reactions; discuss density and buoyancy; explain the relationship amongst motion, velocity and force; recognize that the structure and composition of the universe can be learned from studying stars and galaxies and their evolution; use and analyze the organization of the Periodic Table; test hypotheses that pertain to the matter under study; write clear step-by-step instructions for conducting investigations.

Core Curriculum

English Language Arts – Foundation Academy

Students in the Foundation Academy will have three (3) hours of English language arts instruction daily. Our reading program is modeled after the Achievement First reading program, a successful program first developed and tested at Amistad Academy. All of the materials that we anticipate using have been proven to produce exceptional results in urban and suburban schools, and are suitable for students with special needs, are more advanced or designated as English language learners. In addition, all of these curricula meet and exceed the D.C. Standards. In the area of early literacy – a key focus of NCLB legislation – all of the

programs we propose using meet the federal guidelines as research proven curricula. Our overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

As the next instructional program, we are considering using Reading Mastery⁴⁴. Reading Mastery, with its synthetic phonics approach, helps students develop strategies for reading and understanding. Reading Mastery provides a balanced literacy approach while directly teaching sound-symbol relationships and including ample practice with phonemic awareness and phonics.

Given the low reading scores of our proposed student population, we do not want to make assumptions that incoming students have the phonetic foundation on which all future learning depends – particularly as students move from sight recognition and familiar vocabulary to more complex words and types of words. Although phonics and phonemic awareness are often seen as lower-level skills and thus not appropriate for a middle school program, this balanced and rigorous approach to literacy development is a strong practice used by other high-performing schools that have been successful at dramatically raising their students' reading scores in a short period of time. We will use flexibility grouping (discussed in Section A.2.c on p. 28) to differentiate instruction so that we meet the needs of those students who require phonics and phonemic awareness, and accelerate the instruction for those students who are higher skilled and do not require such remediation.

Fluency

In order to ensure that all our readers are fluent, Achievement Prep will test all students on fluency upon entry and prior to the start of each school year. For those students who demonstrate the need for fluency practice we are considering using the Corrective Reading Decoding program. Written for students who have difficulty reading accurately and fluently, the Corrective Reading Decoding program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance will allow students to monitor their own improvement and experience success.

Additional Reading Curriculum

The chief critique/limitation of Reading Mastery is that it does not include enough authentic literature and we share this concern. We want to actively cultivate readers who love great literature and love to read. We will supplement the Reading Mastery program with a daily 35 minute guided reading lesson using authentic literature from the Scholastic Guided Reading Program.⁴⁵ Guided Reading programs deliver the materials needed to help all students become strategic and independent readers. The Guided Reading system for book leveling assigns each book a letter (A–Z) based on the degree of challenge it represents. Using the provided leveling chart, teachers can find just-right books for their students.

Vocabulary

Embedded in the Reading Mastery and Guided Reading programs are strong vocabulary strands and teachers will use these programs to build the vocabulary skills of our students. However, we adhere to the philosophy that vocabulary is best built through independent reading. Fifteen minutes of every day will be dedicated to "Drop Everything and Read" (DEAR). We will always respect the sanctity of this reading time, thus solidifying the concept that reading is essential to success in life. In addition, all students will be expected and required to carry their independent reading book throughout the school day, and keep it on their desks in all classes. We will teach students as part of student orientation that any available time – when they have finished a class activity early or have completed a quiz – is an opportunity to enjoy reading. In addition, students in both Academies will be required to read their independent reading books for at least 20 minutes per night as part of their homework and complete a reading log documenting his/her reading for

⁴⁴ See <http://www.sagepub-hill.com/readingmastery.htm> for details on Reading Mastery curriculum.

⁴⁵ See <http://www.scholastic.com/products/guidedreading/index.htm> for details on the Guided Reading curriculum.

the evening. The reading logs must be signed by the student's parent and will be collected with daily homework.

Bill Hartig, a respected expert on early reading, cites very compelling research on the subject.³³

- Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.
- By the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year outside-of-school (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words in school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.
- Although teaching vocabulary strategies (e.g. word families, scaffolding, etc) helps retention rates, the vast majority of new words are learned only through reading. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade.

Comprehension

As students become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis. The Guided Reading and Reading Mastery programs, again, have very strong comprehension strands that align to District and national standards. Moreover, Achievement Prep teachers will build student comprehension skills in two different ways: through (1) *linestops*, and (2) *in-depth analysis of text*. We are considering using The Jamestown Signature Reading Series. This series has been recognized by a number of school systems for two powerful reasons: it is research-based and it works. Jamestown curricula motivate adolescent readers, and the focus is on gaining knowledge – which Jamestown rightly points out is the goal of any literacy program. Further, vocabulary, fluency, and comprehension instruction, designed explicitly for adolescent readers who are struggling, shows measurable results on standardized tests. Overall, the Jamestown Signature Reading series is designed to: (a) improve students' comprehension, vocabulary, content area reading, and meta-cognitive strategies, (b) encourage reading growth with graduated readability in each book, and (c) help students apply skills and strategies to new reading situations.³⁴

Writing

In addition to the five key components of strong reading instruction, we will offer a rigorous writing curriculum that is designed to have students produce writing with confident organization, elaboration, and flow in multiple genres. The focus of all writing classes will be clarity of expression. Because the best way to improve one's writing is by writing, students will write *every day* in class and at home. We are considering using Writer's Workshop in the Foundation Academy. Writer's Workshop format for upper elementary grades includes story planning (possibly with peer conferencing), revision, teacher editing, and direct instruction in the mechanics of grammar. The goal for Writer's Workshop for upper elementary students is to challenge students to expand their ideas in the revision process not simply 'correct' the previous ones, to help students become aware of writing for different audiences, create focus within a topic and try to see the piece of writing from a distance. One important additional goal is for teachers to be sure revision strategies are well developed so students may use them comfortably in middle and high school. Students will learn step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

English Literature

By grade seven, students will be prepared to tackle ambitious texts, and begin the critical development of textual analysis. Students will read literature in a number of genres – including novels, short stories, poetry, drama, memoirs, and various other non-fictional texts including speeches and expository narratives. Using the suggested reading lists of the District of Columbia for English language arts, students will read texts from a myriad of writers such as Lloyd Alexander, Richard Wright, Mark Twain, William Shakespeare,

³³ *30 Chapters for a Comprehensive Reading Strategy*, Bill Hartig, American Association of School Administrators, September 1987.

³⁴ www.jamestown.com/gls/jamestown/reading_books/signature_reading

Virginia Hamilton, Langston Hughes and Toni Morrison. Students will acquire knowledge of a range of literary works reflecting a common literary heritage and exposing them to authors, poets and illustrators from America and from around the world. Knowledge of these authors, illustrators and works in their original, adapted or revised editions will contribute significantly to our students' ability to understand literary allusions and participate effectively in our common civic culture. In selecting class readings or suggesting books for independent reading, teachers will ensure that their students are both engaged and appropriately challenged by their selections. We will also use text from awards lists such as the Coretta Scott King Medalists, Newbery Medalist and ALA Notable Books. Some texts in the literature courses will also be chosen to effectively coordinate with the content students are learning in history and science, and that provide opportunities for students to make deep connections across the disciplines.

English Literature classes at Achievement Prep will also involve extensive writing and explicit instruction and individualized support regarding such writing requirements. We are considering using the Power Writing Plus Program in our Legacy Academy. Power Writing Plus is a highly structured writing program that provides students with a concise formatting structure to organize and convey their thoughts, and thus provides a strong platform on which teachers can design their lesson plans and build their students' writing skills. Traditional Power Writing is based on a numerical approach to the structure of writing. It replaces the ambiguity and abstraction of writing terminology with a numbered structure that students can understand more easily. This numerical structure provides the basis for all forms of writing: expository, persuasive, narrative and descriptive. Power Writing solves the writer's frequent problem of how to say it and in what order. Equally important to Power Writing is the sequential teaching process that builds in steps upon the mastery of each concept. Students are taught how to organize their thoughts before their writing begins. Structured writing follows organized thinking. These concepts are taught with grade appropriate exercises to assure that students possess the skills to expand complexity in their thinking and writing.¹⁵ Emphasis will be placed on the development of students as writers who are able to articulate thoughts and ideas using multiple styles of writing including journal articles, research papers, technical writing and essays. By the end of the eighth grade, students will be able to produce top-quality narratives, expository essays, and persuasive essays, research papers, and literary analysis essays.

Social Studies/History

Our goal is to instill in students the historical skills and knowledge necessary for them to become lifelong students of history. We are considering following the comprehensive and challenging Core Knowledge Sequence, developed by E.D. Hirsch at the University of Virginia. Hirsch and his team completed a comprehensive analysis of the key information students needed to know to be literate, culturally-aware citizens, and it is mapped in a clear, grade-level specific curriculum that can be aligned with D.C., Arizona and Indiana standards. The social studies/history curriculum will be presented in a way that is engaging and challenging. Teachers will expect students to master the key concepts and vocabulary, and they will also teach students to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies class will be a fast-paced, multi-modal class in which students hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. For texts, we expect to use the Houghton Mifflin Social Studies textbooks for all grades. The Houghton Mifflin curriculum has been shown to motivate middle school students to become active and informed citizens in alignment with state standards and maximizing teaching time. The curriculum provides a teacher with the flexibility needed to design engaging lessons, even as it delivers the infrastructure to provide the content and skill development middle school students need. The curriculum provides readable, accessible content that aligns with state standards and easy-to-use multiple resources meet the needs of all learners in the classroom.¹⁶

Mathematics

¹⁵ www.powerwritingplus.org/resources/approaches/power/default.asp

¹⁶ <http://www.houghtonmifflin.com/curriculum/curriculum.html>

The Achievement Prep mathematics curriculum will produce students who have mastered middle school mathematics and Algebra I by the end of their 8th grade year. Therefore, students in both Academies will have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. Modeled after the mathematics curriculum of Kew-Forest Preparatory Charter School, the mathematics courses will have a dual focus: procedures (computation) and problem solving (application). The procedures class builds and reinforces basic math skills, rules, and operations that many students lack and infuses new concepts and skills. Problem solving teaches students how to apply this procedural knowledge to complex, multi-step problems—often with “real world” significance. The distinction between procedures and problem solving is clear – one provides the concepts and skills while the other provides problem solving applications. Students are taught math vocabulary, so that across classes and teachers there is continuity in terms, definitions, explanations, and concepts throughout their middle school education. Math teachers agree on common definitions of terms identified during department meetings, and build these into a math vocabulary notebook that students create, use, and continue to revise as the year progresses.¹⁷

We are also considering drawing from the Saxon Mathematics curriculum, a highly effective curriculum that gives students an exceptionally strong foundation in the basic skills, procedural computation, and conceptual understanding, and supplementing that curriculum as needed through our CATs system of curriculum development. Saxon Math will provide valuable resource materials to our math teachers, as it provides a thoroughly researched skills-based mathematics with two unique aspects: explicit instruction and a distributed approach to instruction, practice and assessment.

Science

The goal of Achievement Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out science investigations. At both the Foundation Academy and Legacy Academy levels, our science curriculum provides a rigorous scientific background. We are considering using Full Options Science Systems (FOSS) as a foundational program in our science curriculum. Students will develop and master scientific knowledge and skills in the major scientific disciplines: earth and space sciences, physical sciences, and life sciences. FOSS is a research-based science curriculum with materials that provide meaningful science education for middle school students and prepares them for life in the 21st century. The FOSS program also provides readings in science – FOSS Science Stories – thus adding power to the curriculum. Through the printed word students can extend their experience beyond the limits of the classroom and the FOSS curriculum; they can enhance their understanding of concepts by exposure to related ideas, and they can share in the lives of real and fictional people who played roles in scientific discovery or applied scientific ideas to life situations. The hands-on activities will allow students to understand and apply the scientific method in engaging ways and the reading series will continue to support the school's mission of strong literacy skills across the content areas. As with all other curricular areas, we will continue to develop additional curriculum to supplement this research-proven model to ensure that our students are receiving a rigorous middle school science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level.

Non-Core Curriculum

Physical Education and Health

Because physical fitness is a key component of a healthy lifestyle that supports individual success in all areas, physical education will be an essential element of the curriculum at Achievement Prep. Since students will arrive at the school with widely varying levels of fitness, the focus of the physical education program will be on personal goal setting, effort, and improvement. As the students progress through the years, their physical education classes will also introduce the rules, strategies, and skills for specific team sports, such as basketball, soccer, and volleyball. Additional extra-curricular opportunities to participate in these sports will be available to those students who choose them.

¹⁷ <http://www.kewforestprep.org/AboutUs/curriculum.htm>

In the Foundation Academy, students will have access to physical education and health instruction through our enrichment program.⁴⁸ In the Legacy Academy, we will provide a physical education and health program four times a week as a part of the regular school day. We are considering using the award-winning CATCH PE program. CATCH PE is a developmentally appropriate physical education program which develops health related fitness, skill competency, and cognitive understanding about the importance of physical activity for all children. CATCH PE instruction provides a variety of learning experiences which address the wide-range of student ability in physical education class. CATCH PE content enhances movement skills, sports skills, physical fitness, social development, and subsequently promotes lifelong physical activity.⁴⁹

The United States is now facing an epidemic of childhood obesity. In order to combat this, Achievement Prep will serve healthy breakfasts, lunches, and snacks, and we will also have a recess daily (right after lunch) in which students get aerobic exercise in a structured but fun environment.

Computer Technology

In 6th grade, students will be allowed to either type or hand-write most of their assignments. However, as the 7th grade year progresses, students will be required to submit an increasing percentage of typed assignments. In 8th grade, all long-range assignments (reports, papers, history assignments, lab and English literature assignments) must be typed. To ensure that students are able to submit assignments that are properly typed, beginning in 6th grade, all students will take computer technology twice a week.⁵⁰ The course content will advance each year, with students initially learning basic word processing, graphing, and spreadsheet skills. They will also use the internet to perform research for papers and projects. The content of this curriculum will be closely linked to the other courses discussed above.⁵¹

Non-Academic Instruction

Be the Dream – Character and Leadership Development

Be the Dream classes address the non-academic component of our education program, which focuses on the character and leadership development of students. *Be the Dream* classes will be held twice a week in both academies. The curriculum will be designed internally by our faculty to ensure that it meets the specific needs of our students; it will draw, however, on both off-the-shelf programs, such as Heartwood Ethics (a literature-based program), and school-developed programs, such as the ones employed at Marva Collins Preparatory School, Annsted Academy and Boston Preparatory Charter School. In the Foundation Academy, the focus will be on developing students' understanding of the DREAM values (Determination, Respect, Enthusiasm, Accountability and Mastery) and what it means to be a student at Achievement Prep. It is in this class that daily expectations for student behavior and development will be explicitly taught. Each class will build upon the previous one, introducing new skills and concepts of leadership and character and creating a common character vocabulary within the school.

Beginning in the Legacy Academy, the DREAM values will still be an important part of the curriculum and students will be taught how to apply the DREAM standards as more mature scholars who are preparing to leave Achievement Prep for top college prep and local magnet high schools. At the Legacy Academy level, community service program will be integrated into the *Be the Dream* programming. All students in the Legacy Academy will be required to complete community service hours and keep a log of their service. The chart below indicates the expected outcomes of students after completing each grade level *Be the Dream* class.⁵²

⁴⁸ The budget for the first year operational year will not allow the school to hire a full-time teacher for PE instruction. The design of the enrichment program allows students to move through activities each classroom. This allows us to provide PE and health instruction to all students using existing resources and without having to hire a full-time PE teacher in operational year one and two.

⁴⁹ www.catchpe.org

⁵⁰ Although not reflected on the daily schedule for the Foundation Academy, the schedule will be adjusted for students in the 6th grade to take computer technology 2 days per week.

⁵¹ We acknowledge that many of our students will come from homes where there is not access to technology. As a result, we will make time in the daily schedule, during lunch and after school for students to have access to computers to complete any projects.

⁵² Since we enroll students in 5th grade, we recognize that we will have to ensure that 7th graders and the past two years' high 4th and 5th grade students.

4 th Grade	5 th Grade
By the end of 4th grade at Achievement Prep, students will be able to: • Demonstrate a sense of purpose by arriving to school and to classes on time, in uniform and ready to learn. • Demonstrate a willingness and ability to work hard and will be able to explain what it means to work hard. • Organize their materials and space. • Clean up after themselves and others without being asked. • Ask for help appropriately. • Properly shake hands and make eye contact. • Respect their agreements to disagreement respectfully. • Take responsibility for their work. • Submit assignments displaying academic integrity at all times.	By the end of 5th grade at Achievement Prep, students will be able to: • Work cooperatively as a group. • Act for the benefit of their team, advisory, class and community. • Be accountable for their actions and admit mistakes. • Understand and explain the importance and necessity of community. • Recognize how their actions affect the community. • Actively find and implement solutions to community problems. • Refuse to hide the poor behavior of their classmates. • Relate current actions to future success.
6 th Grade	7 th Grade
By the end of 6th grade at Achievement Prep, students will be able to: • Remain focused on their work despite challenges in academics or in their personal lives. • Take an active role in directing their own learning. • Formulate character virtues at opening ceremonies. • Control poor behavior demonstrated by peers. • Articulate justification for their actions. • Show an understanding of how leadership affects the community and the world. • Be instruments of positive change. • Take responsibility for policing the community in and out of school.	By the end of 7th grade at Achievement Prep, students will be able to: • Take an active role in directing their own learning. • Facilitate discussions & reflections on our character virtue in advisory, in classes, and at Community Meetings and Prepity and Prowd. • Promptly greet school visitors and help direct them to the appropriate location. • Address all adults and students in the building with a civil and respectful tone at all times. • Take responsibility for their individual and group behavior. • Embrace the responsibility for maintaining a welcoming and safe school environment.
8 th Grade	
By the end of 8th grade year at Achievement Prep, students will be able to: • Take leadership roles in organizing event days reflecting the school's values and identity. • Take active roles in directing their own learning. • Serve as ambassadors to school visitors. • Monitor and encourage their peers to use respectful language at all times. • Embrace the importance of a safe and welcoming community and understand their role in supporting such an environment.	

Inclusive and Suitable Curriculum for All Students

We anticipate that we will have a diverse student population with varying learning styles and learning needs. Our proposed curriculum will be developed and implemented to ensure that every student, regardless of learning style, level of proficiency, English language learner or special education status, can participate fully and thrive academically. We have selected curricula that can be extended and adapted for use with students who need intensive remediation, English language learners, students with disabilities, and more advanced students. Our schedule of frequent assessments helps us identify those students who have achieved mastery and require more challenging work, as well as those students who are struggling with a skill/content area and need additional support or an alternate way to master a skill/content area. Our use of flexible ability grouping (see Section A.2.c below) allows appropriate curricular adjustment by teachers to meet students' needs. We will ensure that all of our students, regardless of their learning needs, are prepared to achieve academic success.

C. Methods of Instruction

"Better than a thousand days of diligent study is one day with a great teacher." - Japanese Proverb

Teachers at Achievement Prep will implement multiple methods of instruction in order to convey skills and content knowledge for each course. Each of these methods is listed below.

Gradual Release of Responsibility for Learning (commonly referred to as "I-WE-YOU")

Perhaps the most powerful pedagogical strategy teachers will use is the consistent, clear modeling of both new behaviors and new academic skills. Teachers will accomplish this by utilizing the Gradual Release of Responsibility model (depicted below), commonly referred to as the "I-WE-YOU" instructional process. In the "I" stage, the teacher models the behavioral or academic skill by having students watch while he/she works through the new skill step-by-step. Teachers then allow the modeling to shift to the "WE" stage. Teachers might allow the students a chance to work through each step of similar problems, reinforcing the same skill. Teachers then slowly let students take more and more of a role in practicing the skill. Finally, when the teacher is confident that students can handle the task/skill on their own, the class moves to the "YOU" stage. Teachers then support and check for understanding as students work independently to master the skill. The "I-WE-YOU" process will be used in each class throughout the day.

The key to the success of the "I-WE-YOU" technique is the teacher's judgment on when to move from one step to the next. Teachers should only move to the "WE" stage (guided practice) when students have had ample teacher modeling, and in the most important piece of teacher judgment, students should only move to the "YOU" portion (independent practice) when the teacher is confident that the students can successfully complete the task independently. This prevents students from being required to demonstrate independent thinking and learning before they have had enough practice and feedback to be successful.



Source: Center for Learning Technology (2002). *Modeling and Coaching*. (2002). (ERIC Clearinghouse, 2002).

Flexible Ability Grouping of Students to Differentiate Instruction

We believe that flexible ability grouping is the most effective and strategic way to differentiate instruction for students at different academic levels, and as a result, all students will be placed into one of three flexible ability groups for math and reading based on the baseline data generated from diagnostic testing during the student orientation period.¹⁵ Flexible ability grouping will be a mechanism designed to differentiate classroom instruction (i.e., pace at which a subject matter is taught, amount of review spent on one lesson versus another) for students of varying ability levels; however, all students, regardless of their grouping, will be required to master the same curricula content and the same outcomes are expected for all students, and

¹⁵ This model is based upon best practices observed and modeled at Harding Preparatory Charter School in Boston, MA.

all students must pass the same end-of-year comprehensive examinations. Research has shown that when ability grouping is utilized in a flexible manner, with appropriate curricular adjustment, and with consistent expectations and assessments across groupings, significant achievement gains can be realized.²⁴

As students develop skills and master content, they will be able to transfer to different ability level groupings throughout the year.²⁵ Our model of frequent assessments allows teachers to monitor student progress across ability groups and make appropriate curricular and grouping decisions based on concrete data. This allows us to quickly identify students who initially test at low levels but who show rapid academic progress to transfer to the group that will maximize his/her continued academic growth. Conversely, it also allows us to quickly identify students who are struggling and need to transfer to another group to solidify their foundation of basic skills. The flexibility of class groups will minimize student distractions and low achievement due to boredom and/or lack of challenging material or understanding. It is important to note that flexible ability grouping is *not* meant to be in lieu of or supersede any supports, accommodations or modifications Achievement Prep will make or be required to make for its students with disabilities.

It is also important to emphasize that flexible ability grouping is not the same as "tracking" – an often destructive system used in many public schools to label students and pre-determine their academic achievement. As used in traditional public schools, "tracked" students are placed into separate curricular programs, with different curriculum, different exams and different expected outcomes. Often times a student is given a label in middle high school that he/she will carry through the remaining school years. Therefore, we will be very intentional about not disclosing grouping designations to students or any member of the faculty except for teachers and the administrators directly involved with or responsible for instruction. We will treat each group the same, with the same expectations of proper behavior and hard work inside and outside of the classroom.

Reading Across the Curriculum

Literacy serves as the core of our academic program. As a result, we will ensure that a focus on literacy permeates across the curriculum. Emphasizing reading across the curriculum will accomplish two things: (1) provide additional time to develop reading comprehension skills and produce avid readers; and (2) develop readers who are able to easily access content regardless of the subject matter. This will ensure that students become familiar with a variety of texts (fiction, non-fiction, technical, newspaper and journal articles) and the way ideas are expressed in different genres. They will develop reading comprehension skills through practical application rather than in isolation. This will have a lasting impact on their ability to learn both inside the classroom and in real world situations. Teachers will be provided with professional development on implementing reading across the curriculum during Summer Institute, with reinforced professional development during early dismissal Wednesdays.

Writing Across the Curriculum

For Achievement Prep students to excel in high school and college, they must be able to write with fluency. This can only be accomplished by giving students numerous opportunities to write. Achievement Prep will provide students with such opportunities by emphasizing writing across the curriculum. The high expectations for writing will be the same whether students are in Literature class or science class. Specifically, in science class, when completing a lab experiment, students will write a short paper and/or accompanying essay on the lab experiment explaining how they performed the experiment, the specific findings from the experiment and how the findings might or might not affect their every day life. In social studies/history and math, students will keep a journal to write reactions to their own words to information received in class or from reading (see sample journal entry below). In addition, in all classes, students will keep a vocabulary log of all the key content area terms. Teachers across all content areas will share the vocabulary list and each week we and in all classes, teachers will require daily "exit tickets" to check for

²⁴ Ross, Carol L. (2002). "Ability Grouping is not Just Tracking Anymore." *Excellence* Vol. 26.

²⁵ Transfers between different groupings, if any, will be made at the end of each semester based on data generated from the end of the semester comprehensive exams.

understanding on the day's topic. An "exit ticket" is a short piece of writing done at the end of a lesson or at the end of a class period. Before class begins, students are told what their "exit ticket" topic will be, and they are reminded of the topic throughout the class. When students leave class or finish a class lesson, they turn in their "exit ticket" responses to their teachers. Not only will the "exit ticket" provide an additional practice of writing for the students, teachers will also quickly read through the responses to formatively assess learning and to determine what information might need to be re-taught or reviewed the next day or during the week. Emphasizing writing across the curriculum will give students the opportunity to become fluid in a variety of writing styles and will help to further develop student vocabulary in all subject areas. Teachers will be provided with professional development on implementing writing across the curriculum during Summer Institute, with reinforced professional development on early dismissal Wednesdays.

Sample Journal entries

Sample Journal entry #1: Reflect on your participation in class today and complete the following statements:

- I learned that I...
- I was surprised that I...
- I noticed that I...
- I discovered that I...
- I was pleased that I...

Sample Journal entry #2: Describe how you feel about solving _____ problem.

Format Matters

Not only do we expect that students answer questions correctly, we expect that they answer well. At Achievement Prep, students are required to ask and answer questions and address faculty and colleagues in complete sentences, using proper grammar, with strong, articulate voices. At Achievement Prep, including in each classroom, a student will be corrected on his/her format if an answer or question is given using incomplete sentences and/or improper grammar. How students communicate their knowledge is just as important as the knowledge itself. For example, if a teacher asks the class "Why does Maya Angelou entitle her memoir *I Know Why the Caged Bird Sings*?", a student who answers "Because XYZ" will be redirected to answer the question using the correct format of a complete sentence - "Maya Angelou entitled her memoir *I Know Why the Caged Bird Sings* because XYZ. . . ." The focus on format helps students build habits and communication skills that are necessary for success in college and beyond. While some educators believe that such a focus on speech format has been viewed as unnecessary and interfering with a student's learning, at Achievement Prep we reject such sentiments. Language can be a great barrier to one's success, even for native speakers of the English language. For a large number of low-income, minority students in particular, the inability to express themselves using proper grammar and complete sentences with strong, articulate voices has inhibited their success inside and outside of school. All children bring with them home and social language, whether or not it is English. However, all children must learn academic English for future success in education and work. In order to fulfill our mission we have to ensure that our students are fully prepared to communicate and properly express themselves to others regardless of the environment or audience.

Without Apology

Knowledge and learning are not boring, or only useful for testing purposes, so an Achievement Prep teacher will not apologize for teaching demanding material, either explicitly or implicitly. An Achievement Prep teacher will not assume that material is boring because of the demographics of his/her students or the subject-matter content, and will not "dumb down" material to make it more fun. Instead, an Achievement

Prep teacher knows that if material is taught with skill and enthusiasm, students will find lessons engaging and learn the skills and content they need to succeed in college. So, rather than ever saying "I know this Shakespeare sonnet is boring, but we need to cover it," an Achievement Prep teacher will introduce Shakespeare's sonnets by reading an interesting line or two, or by introducing Shakespeare and his place in the canon, and describing the impact his writing has made and still has on popular culture.

Common Blackboard Configuration

All teachers will use the common Blackboard Configuration (BBC) endorsed by educational expert Dr. Lorraine Munroe.⁸ The BBC reinforces consistency of academic expectations by (1) providing a means to hold teachers accountable for the content taught and the methods used to teach it, and (2) providing students with clear communication about the expected outcomes for learning for each class. The BBC is a school-wide systematic structure for planning and delivering lessons. The *Aims* listed on the board will indicate a broader learning objective for the material being taught for the day, and will correlate directly with content and performance standards. The *Objective(s)* will provide the specific goal(s) for that particular class. The objective(s) must be measurable learning goals that are directly connected to standards developed in the curriculum. *Qs* (Quick Questions) is a silent, pen to paper 4-5 minute activity that focuses students immediately on class work and allows the teacher to quickly assess student understanding of a specific topic. Teachers will have carefully planned *Agendas* for each class so that consideration is given to how every minute of the class is spent. The *Agenda* will also allow students to have a clear understanding of the expectations for that day. *Homework* is required in all academic classes each day, and provides full opportunity for students to practice and reinforce the skills and content knowledge taught.

To assist teachers in using the BBC, and to keep all members of the Achievement Prep community (including parents) accountable and informed about weekly instruction expectations, each teacher will be required to complete a *Weekly Syllabus* outlining the broad configuration plan for each class period. Students will receive a copy of all weekly syllabi to keep in their notebooks. The weekly syllabi will also be sent home to parents every Friday for signature, and will keep families informed of upcoming classroom lessons, assignments, quizzes, and tests. Teachers will be responsible for filing and maintaining the syllabi. At the end of the school year, weekly syllabi will be archived by the Director of Curriculum and Instruction to serve as a resource to current and future teachers. A sample of the *Weekly Syllabus Template* has been included in Section K.

Additional Proven Instructional Techniques⁹

We will also use a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations. These techniques have been used by effective teachers in high-performing schools across the United States and can be categorized in three areas: behavioral, academic, and advanced (the

MODEL BBC	
8 th Grade Literature January 4, 2009	
Aim:	Determine how central characters' qualities influence the development of the conflict.
Objectives:	"WHAT" identify all central characters in the play. "WHAT" identify qualities of each character based upon the reading. "WHAT" identify developing conflict. "WHAT" identify all factors contributing to the development of the conflict.
Qs: Reading Quiz	
Agenda:	Qs: Quiz Review of last night's reading Read aloud and discussion Review Objectives
Homework:	Read pp. 42-77 (due tomorrow). Prepare a plot analysis of the play including a descriptive timeline of events occurring up through Act I Scene 4 (due Wednesday).
"WHAT" = Students will be able to . . .	

⁸ Best practices from a lecture by Dr. Lorraine Munroe, President of the Lorraine Munroe Leadership Institute, 11/21/06.

⁹ Intentionally using these techniques as part of a school's programming and culture was inspired by Doug Stenort, President of Student Performance, Founder of Achievement Prep in Rochester, NY, and Founding Principal of the Academy of the Pacific Sun in Boston, MA. Mr. Stenort is a leader among many school leaders in school design, curriculum and assessment and use of student data.

expectation that all students achieve). Listed below are examples of proven instructional techniques that will be employed by all members of the Achievement Prep community.

TECHNIQUE	TYPE	DESCRIPTION
Review the Details	Behavioral	Approach that encourages teachers to enforce compliance with every expectation, including aspects that may seem minor.
Do It Again	Behavioral	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all students.
100%	Behavioral & Academic	Behavior: Method in which a teacher demands everyone's full participation to complete a task or activity associated with learning and will not continue instruction until all students have complied. Academic: There is a difference between right and partially right. When responding to an answer in class the teacher holds out for an answer that is 100% right. Students should not be told an answer is correct when it is not.
Stretch It	Academic	Many teachers respond to a correct answer by saying "good" or "right." With this technique a teacher can push students to higher standards by asking them to "stretch" their answer by explaining how they arrived at an answer or asking them to answer a more complex question that builds on that same concept or standard.
Ratio	Academic	Method in which the teacher purposefully maintains the time spent talking to afford more opportunities for the class to lead instruction by answering questions as a group or individually.
Ni Opi Doi	Academic	Process in which a student who answers incorrectly is not able to give up on the learning process. We have high expectations for student performance and a teacher should not accept "I don't know" for an answer. Instead the teacher should prompt the student to answer a clarifying question, or push the student to attempt to answer. If the student genuinely does not know the answer the teacher will call on a fellow classmate to assist, and then the student will be asked the same question or be given a similar question to answer correctly.
Warm/Strict	Advanced	Strategy that combines a caring tone with a "no exceptions" standard of behavioral expectations. Often used by teachers to build culture and set the tone inside their classrooms.
Provide Praise	Advanced	Technique used by teachers to reward students with praise using very specific examples that are meaningful and genuine. For example: "Last you did a great job using three distinct adjectives to describe the main character."

Results of our Instructional Methods

As a direct result of the instructional content and methodology we have chosen our students will have:

- More time on task – if students need to learn more, they need more time to learn it
- Demanding curriculum – if all students are going to college, all students must take college prep classes
- Social competency
- Competitive test scores
- Exposure to a variety of cultural experiences
- Preparation for admission into a top independent or local magnet college-preparatory high school
- An opportunity to thrive academically
- Individualized attention

Supporting Students with Special Needs

We recognize that students will come to Achievement Prep with varying needs and accommodations. We have been purposeful in creating a school that values and supports every child who enrolls, regardless of any special needs. Please see Section A.2.d on p. 34 for our services to students with disabilities. Achievement

Prep is committed to supporting all of its students and providing them with a quality, college-preparatory education.

Instruction for Gifted/Talented Students

Achievement Prep's structured learning environment and academic program are both designed to promote overall student achievement. Whether a student enters Achievement Prep two to three grade levels behind or with advanced academic standing, we see all of our students as gifted/talented, and each student will receive the support needed to reach great heights in academic achievement. Mastery is one of the five DREAM values so all students understand that intelligence is rewarded and that we have high expectations for student performance. Simultaneously we understand that just as some of our students will need intense remediation, some will need additional academic challenges.

Using our assessment process, we will identify our more advanced students and ensure that the curriculum and pace of instruction is engaging and challenging enough to accelerate their learning. The use of flexible ability grouping will allow such accelerated pace of instruction and advancement to take place without other students feeling left behind and unsuccessful, or the more advanced students feeling unchallenged and bored. We have specifically considered curricula that can be extended to meet the needs of our more advanced students. Students who are reading above grade level will participate in a reading seminar of advanced texts and textual analysis in place of the decoding class. Students who excel in math and science may receive special projects in place of subject material that has already been mastered. Different reading, at a higher grade level or including primary sources, may be assigned in social studies/history. Just as individualized instruction after school may be used for students who are struggling, this individualized instruction time will also support those students who need acceleration beyond the core curriculum. Enrichment periods will provide other intellectual pursuits which may include chess, mock trial, debates, geography bees, or science experiments.

If these accommodations are insufficient, the Director of Curriculum and Instruction will work with teachers to provide additional support for more advanced students. Achievement Prep is committed to the best education for every child. If it proves necessary to accelerate a student into the next grade or provide other accommodations, the school will do whatever is necessary to meet the learning needs of the child.

Instruction for Limited English Proficient Students

While we do not anticipate a large population of non-English speakers because of our proposed location, we are committed to providing a challenging and high quality education for all of our students. Therefore, even if we have one student with limited English proficiency or no English proficiency, we will support that student in moving towards reaching and surpassing our high standards, and we will equip him/her with individualized support necessary for his/her academic success. We will serve any and all students with limited English proficiency (English Language Learners or "ELL") using structured English language immersion so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. Our ELL program is designed exclusively to meet our mission. If students are to leave our school and enter, excel in, and graduate from the strongest college-preparatory and toughest high schools, they must read, write, and speak English fluently. Effective delivery on this mission requires that we teach our students English.

The school will serve English Language Learners based on the U.S. Department of Education's six steps of progression through an ELL program: 1) enrollment in school, 2) identification of potential ELLs, 3) assessment determining need for ELL services, 4) provision of appropriate ELL services, 5) transition from ELL services, and 6) monitoring ability to participate meaningfully.¹⁸ In implementing our ELL program, Achievement Prep will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

¹⁸ www.ed.gov/offices/OERI/ELL/progression.html

Students with limited proficiency in English will achieve proficiency in the English language through the use of Achievement Prep's services and teaching methods. We will ensure that ELL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and that ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from Achievement Prep in their native language. Parental outreach may also be conducted through home visit by a school representative and an interpreter.

Identification of ELL Students

We will use the following process for identifying students who are ELL: (1) Home Language Surveys will be used to screen all new enrollees for potential limited English proficiency; (2) If the home language is other than English or the student's native language is other than English, appropriate Achievement Prep faculty or a hired interpreter will conduct an informal interview in the student's native language and English; (3) If the student speaks a language other than English and/or the student speaks little or no English, we will administer W-APT and ACCESS for ELL's. Results from these assessments will be used to inform instruction and ensure all students are able to access the academic content and master performance and content standards.

Teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be sent to determine what level of services, if any, are necessary.

English Immersion Program and Training

All ELL students will receive the same academic content as those students who are native English speakers. Achievement Prep will use the Sheltered English Immersion (SEI) protocol. All instruction at Achievement Prep will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. This does not mean that the content will be “watered down.” Instead, teachers will incorporate a variety of strategies to make the content more comprehensible. For example, use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English language learners will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. Staff will take part in professional development opportunities in these areas as they become available through the Office of Bilingual Education. Students will never be prevented from speaking in their native language, either inside or outside of the classroom. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

- In a *Business Journal of Raleigh/Durham* (December 26, 1997) article entitled “Immersion v. Bilingual Education,” John Hood, President of the John Locke Foundation, a North Carolina based think-tank wrote, “A review of 30 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83% comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse.”
- Cara Moshan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote, “In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores

and the lowest college admissions.” Ms. Moehn found that only 7% of these students were being found to gain proficiency in English each year.²⁶

We plan to provide all necessary faculty and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Achievement Prep will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time. Our extended day schedule provides ample time that can be used for additional intensive English language instruction. We will actively recruit at least one full-time teacher who speaks the foreign language that is most common among our students. We believe that in order to have meaningful relationships with parents and students who do not speak English as a first language, we must be proactive in our communication styles and techniques. This may require us to be creative through the involvement of translators, community organization support, or friends of Achievement Prep. We will make sure that all home-school correspondences are translated using a document service company. During the planning year, we will consult ELL experts to help design and review our ELL services.

All Achievement Prep students, including ELL students, will receive instruction using methods proven to be effective for developing English proficiency. Students will be taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Initially ELL students will be able to use some native language and/or colloquial speech for personal narratives while developing their English skills. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in the content-specific context making it meaningful and relevant.

As a team, teachers will set writing goals for ELL students which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments (such as writing samples from a journal or class assignment rather than a unit exam). Work from both non-native English speakers and native English speakers will be samples for instructional assessment. Team meetings will focus on a specific assessment which has previously been agreed upon and implemented by all teachers.

Exit Criteria

The proficiency of an identified ELL student receiving pull out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services will continue until a student attains fluency in English language proficiency as measured by the *ACELL for ELLs*. In addition, we will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No students will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate fully in Achievement Prep's academic program.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. To determine the need for programmatic modifications, Achievement Prep will evaluate the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison

²⁶ *Immigrant Immersion, An Alternative to Traditional Bilingual Education* (Independent Institute, June/September 2004, July 26, 2005).

to that of non-ELL students. Achievement Prep will also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. Achievement Prep will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

d. Students with Disabilities

Achievement Prep will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of D.C. Achievement Prep will operate as a Local Education Agency (LEA) and will not contract with the D.C. Public School System for special needs services. Achievement Prep will submit an annual report to the DCPCSB and the District of Columbia detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting.

Special Education Program Structure (including instruction and support of students with special needs)

Our special education program will be spearheaded by the certified Special Education Coordinator ("SPED Coordinator") who will be directly responsible for ensuring that Achievement Prep is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are being met.

Whenever possible, we will educate all students within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's academic progress, the school may utilize pull-out services to aid the student's academic success. Special education teachers ("SPED teachers") will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the SPED Coordinator, SPED teachers and/or the Director of Curriculum and Instruction on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans ("IEPs"). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by Achievement Prep certified staff or specially contracted expert professionals) for those with special needs. Our special education staffing structure through full enrollment is outlined below.

Operational Year	Anticipated SPED Population	Projected Staffing Needs
2008-2009	14 students	1 FTE SPED Coordinator, 1 SPED Teacher
2009-2010	30 students	1 FTE SPED Coordinator, 2 SPED Teachers
2010-2011	27 students	1 FTE SPED Coordinator, 3 SPED Teachers
2011-2012	35 students	1 FTE SPED Coordinator, 4 SPED Teachers

Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all teaching faculty, particularly in regards to the successful

implementation of accommodations and modifications in a strong inclusion model with pull-outs as needed. These resources include: (1) Special Education Cooperative¹⁶; and (2) Find to Find Solutions for Special

¹⁶ DC Public Charter School Association, Special Ed Coop (<http://www.dcsap.org>). Julia Cameron, Executive Director of the DC Public Charter School Association is a member of our Advisory Council and has advised Achievement Prep with planning and executing its Special Education program and policies.

Education in D.C. Such organizations will allow Achievement Prep access to additional special education service providers such as speech and language therapists, occupational therapists, and counselors as needed.

Identifying Students with Special Needs

When students are admitted to the school, we will follow up with the sending schools to determine whether the students have IEPs and ensure those records are transferred to Achievement Prep prior to the beginning of the school year. Parents and teachers of students with special needs will attend a meeting led by our Special Education Coordinator to determine appropriate services to be delivered at Achievement Prep. We will comply with all laws and provisions regarding students with IEPs. We will implement IEPs in writing, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

Throughout the school year, Achievement Prep's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Head of School and the Director of Curriculum and Instruction will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Special Education Coordinator, in consultation with the Director of Curriculum and Instruction, will develop a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the student will be referred, in writing, to the Special Education Coordinator for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Achievement Prep. Such referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based, (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 C.F.R. §200.304 will be sent to the student's parents. The Special Education Coordinator and the Director of Curriculum and Instruction will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Achievement Prep will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Special Education Coordinator, the student's advisor, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed. All IEPs will be reviewed and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Achievement Prep will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: 1) have a physical or mental impairment that substantially limits one or

must major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment.

The Special Education Coordinator will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

Professional Development of Faculty

Professional training and development for faculty involved with the education of students with disabilities will include the following: the referral process to the Special Education Coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. In addition, as part of our summer orientation for teachers, training will include specific focus on supporting our special education students, and ongoing weekly faculty development will allow for support of teachers providing accommodations and modifications in support of students' IEP goals.

a. Strategies for providing intensive academic support

"Lack of prior education . . . is not the same as lack of ability." – Deborah Kamey¹¹

The founders of Achievement Prep are well aware of the hard work and dedication that achieving the level of academic achievement we expect will require. We believe that success is a direct result of hard work and effort, and that hard work and effort must be developed and supported through all components of the school's academic program and student supports. Simultaneously, we realize that a large percentage of students who enroll in our school will enter with skills that are substantially below grade level. Our focus on core mastery of skills in the Foundation Academy, a longer school day and year, and emphasis on structure and organizational skills is a direct response to this reality. Our academic programming in the Foundation Academy is designed to provide intensive remediation in core subjects and skills that many of our Foundation Academy students may lack. This school design serves as a long-term solution to an immediate problem.

However, we are aware that even with our school design, some students will require even more targeted intervention. Our program incorporates several additional academic supports for such students. All students are expected to achieve to a high level, and our responsibility is to give them the supports and maintain the requirements that they will need to succeed in school and in life. There will be no stigma to such support, but rather we will work to ensure that this is seen as part of the path to college. These supports include:

- Longer school day and school year
- Flexible Ability Grouping
- Literacy interventions and remediation
- Homework and Homework Center
- Tutorials
- Saturday Academy
- Summer Academy
- Mentoring through community partnerships
- Universal breakfast and lunch

Longer School Day and School Year

As discussed in greater detail in Section A.4.g on p. 38, we will have a school day that is two hours longer than the traditional D.C. public school, and a school year that is 15 days longer than the traditional 180 day school year of DCPs. An extended school day and year are critical to strengthening academic weaknesses, accelerating student performance and providing the time necessary to successfully meet the school's mission.

¹¹ CEO and founding principal of TBHgr Academy, a high performing charter middle school in New York City.

with all students. This extended instructional time provides an opportunity for our intensive focus around literacy and mathematics and additional opportunities for providing students with academic support.

Flexibility Ability Grouping

Using flexibility grouping for reading and mathematics, as described in detail in Section A. 2.e on pages 28 and 29, we will ensure that students who are significantly below grade level and struggling academically are receiving the support and appropriate curricular adjustments necessary to ensure significant achievement gains can be realized. We chose flexible ability grouping for reading and mathematics because we believe that those areas are the cornerstone of academic achievement and once those skills are mastered, they will translate into other content areas resulting in increased academic achievement.

Literacy Intervention and Remediation

Students who are having extreme difficulty with literacy will participate in an intensive six week intervention program after school each day. We anticipate using the Literacy Links[®] or Corrective Reading[®] intervention programs. Literacy Links is a highly effective program that directly teaches sound-symbol relationships and gives both student and teachers the language and knowledge necessary for success in later reading. Corrective Reading provides intensive intervention for students who are reading one or more years below their chronological age. Both programs have extensive research bases that show their dramatic success rates in both urban and suburban contexts.

We will also use The Wilson Reading System[®] with our struggling readers. Wilson Reading System is a highly structured reading and writing program that helps struggling readers learn the structure of words and language by directly instructing students to decode and encode (spell) fluently. Originally developed for students who have dyslexia, the program is used by several successful charter schools and has been expanded to target the needs of students who are below grade level in reading. The Wilson Reading System provides a well organized, incremental, and cumulative 12 step system for decoding, encoding, adjoined word analysis, vocabulary development, comprehension, and meta-cognition.

Homework and Homework Center

Homework will be assigned nightly for every class. Homework at Achievement Prep will not be used in the traditional sense. We believe that homework should be a mechanism for student success. It is not a means of introducing new material – that is the purpose of classroom instruction. Instead, it will be used to review materials and subject content covered in class that day or in a previous lesson. Homework will serve as a consistent barometer for student performance. Since homework will be a review of subject content already covered, it will allow teachers to know how each student is performing on each lesson and identify any interventions students may need. Nightly homework assignments will also help students become accustomed to the self-motivation and time-management skills needed to advance their education. If students do not complete their homework adequately and consistently, they will be in danger of failing their classes. These students will immediately be identified and required to attend Homework Center after school dismissal. Each morning, homework will be collected during Advisory. Assigned faculty members will be responsible for general review of homework to ensure that all assignments are complete. The names of students who did not complete homework or completed homework unsatisfactorily, e.g., crumpled paper, illegible handwriting, will be reported to the office and those students will be required to attend the Homework Center. This homework checking process will be completed by no later than 12:00 noon each day, and the Office Manager will contact the parents of those students required to attend Homework Center. Homework Center will provide a quiet and structured environment where students can complete their homework and receive assistance if needed.

Tutorials

[®] See <http://www.wilsonreading.com/Products/Products.htm> for details on Literacy Links intervention.

[®] See <http://www.correctivereading.com/correctivereading.htm> for details on Corrective Reading intervention.

[®] www.wilsonreading.com

All students will have access to additional tutoring. Teachers will provide tutoring during the enrichment period or in the mornings before the school day begins. If a student needs to access tutoring at lunch, the student will speak with his/her teacher to schedule additional tutoring sessions. Tutoring will be provided either in small group settings or through one-on-one support. Tutoring will be mandatory for any student scoring below 70% in a subject area. Students will be required to attend tutoring over a six week period or until the student demonstrates that he/she is now successfully mastering the class material. Mandatory tutoring will take place during the enrichment period four days per week. Tutoring programs will be individualized to meet student needs and will vary in duration and content covered.

Saturday Academy¹¹

Saturday Academy will focus on supplemental support for both reading and math skills. For students struggling with reading, the program will continue to offer extended time to reinforce and build basic reading skills, with an emphasis on reading comprehension. For students with learning gaps in math, this program will serve as the primary means for offering academic support. Starting the second full month of school, Saturday Academy will be offered two Saturdays out of every month. This supplemental program will provide struggling students with additional academic support in small groups tailored to their specific academic needs. Students enrolled in Saturday Academy may also be required to attend tutoring during the week. Attendance is mandatory for students enrolled in Saturday Academy. Absences will be counted the same as absences during the regular school week.

Summer Academy

At the end of the year, students scoring below 70% in any one or two core academic class(es) will be required to attend our Summer Academy. During Summer Academy, students will review the subject area(s) in which they struggled. At the end of the Summer Academy, students will be re-tested on the comprehensive assessment(s) in the appropriate subject area(s). If a student scores below 70%, he/she will not be promoted to the next grade. Parents who believe that their students requires additional support, regardless of their end of year academic performance, may self-select to attend Summer Academy for any course offered with the prior approval of the Director of Curriculum and Instruction. In the event permission is granted and a student self-selects to enroll in Summer Academy, he/she will be held to the same academic and behavioral standards as students required to attend, except that he/she will not receive a formal grade or be required to take the comprehensive assessment. One Summer Academy will be offered starting the summer after the first year of operation. Attendance is mandatory for students enrolled in Summer Academy, even students who self-select to enroll. Absences will be counted the same as absences during the regular school year.¹²

¹¹ The Saturday Academy model is built upon two practices used by Roslertown Preparatory Charter School in Roslertown, MA.

¹² Both Saturday Academy and Summer Academy will be taught by Achievement Prep teachers who are paid a stipend. The costs for both Saturday Academy and Summer Academy have been included in our budget.

Mentoring through Community Partnerships

We believe in the power of relationships. When students feel valued and cared for they tend to perform and behave better. Children seek to please and want to meet the expectations set for them. We will use our community partners (discussed in Section A.4 b on p. 49) to offer mentoring relationships to our students which will include academic as well as social support. We will work with our community partner mentors to provide opportunities for them to meet either one-on-one or in small groups with their Achievement Prep mentees. It is our belief that these mentor relationships can have a powerful impact on improving the well-being of our students, thus resulting in increased student performance.

Universal Breakfast and Lunch

Studies have shown a relationship between hunger and behavior problems and obstacles to learning.²⁷ Students perform better academically and are able to think critically and clearly when they are fed a nutritious breakfast and lunch. Therefore, we will provide breakfast, a mid-morning and afternoon snack, and a healthy lunch. Our goal is to eliminate as many factors as possible that interfere with our students learning.²⁸

3. Student Performance

a. Student Assessment

"Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process summarizes what assessment results are used to improve subsequent learning."²⁹

Achievement Prep is committed to demonstrating objectively that we are achieving our intended outcomes. We will use an assessment plan that is focused on student outcomes versus institution inputs.

Outcomes Assessment Plan



Steps which underlie the assessment of student learning:

1. Develop learning objectives
2. Check for alignment between the curriculum and the objectives
3. Develop an assessment plan
4. Collect assessment data
5. Use results to improve the program
6. Routinely examine the assessment process and correct, as needed

Source: *Assessing Student Progress in Higher Education* by Bruce J. Allen 2004

To accomplish our goals, under the direction and leadership of the Director of Curriculum and Instruction, we will measure academic progress extensively and periodically using a wide variety of ongoing assessment tools. In addition to District and nationally developed assessments, we will ensure that baseline, cumulative and comprehensive interim and end-of-year assessments developed by the school are frequent, relevant, and aligned with D.C. Standards. We do not believe it is valuable to "teach to the test" or excessively pre-

²⁷ See *Five Harvard Research Data Linked Breakfast Program With Improved Children's Behavior and Performance*, www.kellycarruthers.com/education/education/foodeducation.html.

²⁸ Based on the demographics of our proposed student population, we anticipate that a large majority will qualify for the free and reduced lunch program and therefore receive the many of such meals. We will also apply for any available grants to help defray the costs of such meals/snacks. In any event, we have budgeted for our proposed meal/snack plan.

²⁹ *Learning-Centered Assessment in College Campuses: Shifting the Focus from Testing to Learning* by Drake and Finkel 2000.

students, but we do believe that it is important to regularly and objectively assess student achievement and instructional effectiveness and to prepare every student to succeed on any form of assessment, be it designed by the school or standardized. We view our frequent assessments as tools to help teachers strategically use data to inform instructional decisions in order to ensure student mastery. Used school-wide, frequent assessments will help us ensure that all students have mastered the material in the curriculum. Our assessment system will ensure that we put in place the reasonable adaptations and appropriate accommodations for students with diverse learning needs, where such adaptations or accommodations are necessary to measure the achievement of those students. Accommodations will be designed to ensure that all students, including students with disabilities and English language learners, are able to access the assessment.

To measure what our students know and are able to do, we will employ a robust assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on three (3) types of measures in concert. Each one of these measures will allow us to triangulate the data and to most effectively and accurately demonstrate student achievement results and strategically inform the ongoing improvement of our educational program. The data will specifically determine if students have mastered the curriculum, if extra supports are needed for individual students, if cohorts of students have progressed over time, if individual teachers have demonstrated effectiveness, and if we are accomplishing our overall mission. Our assessment system is aligned to D.C. Standards assessment methods so as to ensure appropriate comparison with the academic performance of traditional public and other charter schools.

Baseline Assessments

All Achievement Prep students will complete a series of academic assessments when they first arrive at the school. Because literacy and overcoming the *fresh grade drop* are critical to our school design, great emphasis will be placed on assessments geared toward determining the literacy levels of our incoming students. Students will take reading assessments such as the Degrees of Reading Power (DRP) exam to gauge general reading level and vocabulary knowledge. They will also take a test of oral reading fluency and reading comprehension. Additionally, incoming students will take the Stanford-10 as well as internally developed assessments for math. Baseline data prior to students' entrance to Achievement Prep will help determine the materials that need to be taught to incoming students and will also greatly inform our placement decisions for the initial composition of flexible ability groupings in the core subjects of math and literacy. All students, incoming and returning, will take the end-of-the-year exams for all of their courses. Students' initial performance on these assessments will be used as a baseline against which we can compare year-end results, and through which we can measure longitudinal academic growth from year to year. These comparative results will be used to improve instruction for the following school year.

Baseline data will be collected in all three types of assessment measures: (1) absolute, (2) value-added measures, and (3) internally developed assessments.

1. Absolute Measures

Absolute measures are those that are based on a specific set of pre-determined content knowledge and skills. These measures are also called *criterion-referenced* or *standards-based* because they measure against criteria rather than against other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. The DC-CAS is an example of such a test. Under NCLB it is our goal to make Adequate Yearly Progress (AYP) or Safe Harbor on the state tests in English language arts and math for all sub-groups of students in the school as disaggregated by race, income, special education status, and English proficiency. Moreover, we will have a participation rate of more than 95% as we work towards the goal of 100% proficiency for all students.

2. Value-Added Outcomes Measures

Due to the low achievement levels of local elementary schools, we anticipate that many of our students will enter Achievement Prep not proficient in literacy or math. As a result, one of the most important indicators of our success in early grades will be the amount of value we add to our students' performance in each of

these areas. Value added scores will measure both the progress of individual students over time as well as that of cohorts of the same students over time. Because this measure compares students to themselves, it controls for demographic factors that may influence performance.

We will measure added value on a nationally-normed test such as the Stanford 10. This test will allow us to compare our student performance to similar grade level cohorts across the nation. Progress of students will be expressed in Normal Curve Equivalents (NCE) scores and converted into percentile rank for dissemination. The increase in percentile rank will demonstrate progress being made by Achievement Prep students compared to that expected of the national sample. While rapid value-added improvement alone is not enough to ensure proficiency on the DC-CAS or other criterion referenced exams, it does demonstrate progress towards that goal.

Value-added measurements will also be conducted for our criterion-referenced tests. These results will be expressed in scale scores, which represent a specific level of skill and knowledge. Students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will ensure that they eliminate the gap between current performance and proficiency prior to graduating from Achievement Prep.

3. Internally Developed Measures

In addition to the external standardized assessments that are an essential part of preparing our students to enter into competitive college-preparatory and magnet high schools, we believe that other indicators and assessments are critical in preparing them to succeed in those schools, college and beyond.

- **Q&A – Quick Questions** at the start of each class allows the teacher to quickly assess student understanding of a specific topic (see Section A.2.c on p. 27).
- **Homework** will serve as a consistent benchmark for student performance. Since homework will be a review of subject content already covered, it will allow teachers to know how each student is performing on each lesson and identify any necessary student interventions (see Section A.2.c on p. 26).
- **Reading Logs** will be collected each morning as part of a student's daily homework. These logs will allow teachers to have a quick check on the reading level and proficiency of the student over time.*
- **Weekly quizzes** will be given at the end of the week and will focus on the skills and content taught in class during that week. This will provide immediate data to help teachers assess how students are progressing toward the mastery of multiple concepts and allows teachers to make accurate and informed decisions about the additional supports that a student(s) might need.
- **Projects/ Essays/ Lab Reports** will be an integral part of the curriculum. Students will be required to complete longer-term projects, essays, or lab reports that demonstrate organizational skills, time management skills, and the ability to show content mastery in different formats. Quality of student performance on such as projects, essays, and lab reports will be evaluated using teacher-developed rubrics. Teachers will be encouraged to collaborate both with other teachers within their department and teachers in other departments to develop rubrics for assignments.
- **Interim Assessments** are cumulative exams that will be given at the midpoint of each trimester. These exams will provide detailed data on student mastery of content taught since the start of the school year. This data will be analyzed by administrators and teachers and will allow us to identify students who need additional supports or to determine content standards that need to be revisited.

*Students will be required to read their independent reading books for at least 20 minutes a night each night as part of their homework. Students will check out a book from our library according to their ability level. Parents will be required to sign student reading logs each night. We are consistently using leveled book series such as Jostens Publishers or the Accelerated Reading Comprehension computer system to track students' understanding of their independent reading books and to assist in the selection of appropriate books for future reading.

Interim assessments will mirror the testing environment and question style of District and national exams, allowing students to feel comfortable and confident when taking high-stakes exams and effectively minimizing poor scoring due to student test anxiety and frustration.

- **End-of-Trimester Comprehensive Exams**, like interim assessments, are cumulative exams that primarily evaluate students' mastery of material taught since the start of the school year. Trimester comprehensive exams will be given at the end of the 1st and 2nd trimesters. They will account for 25% of a student's overall grade for each respective trimester.
- **End-of-Year Comprehensive Exams** are cumulative exams that evaluate students' mastery of content and performance standards for the entire course. These exams will be administered at the end of the 3rd trimester and account for 25% of a student's overall grade for the year.

Each of these internal assessments will be aligned with content and performance standards. These will provide teachers with several opportunities to monitor students' progress toward mastering such content and performance standards.

External/District-wide Assessments

As required by the D.C. School Reform Act, Achievement Prep will participate in all assessments conducted by DCPS. In compliance with this regulation, students will be assessed using the DC-CAS. Our compliance with NCLB will be measured by student performance on the DC-CAS.

Use of Assessment Data

To ensure that we are able to use data effectively to diagnose educational strengths and needs of students and also to inform instructional planning and professional development, we will adopt the data analysis process used by North Star Academy in Newark, NJ.¹⁷ After each assessment is given, data will be generated and made available to teachers.¹⁸ This data will include the standards that each test item assessed, the percentage of the class with correct or incorrect responses, each individual's responses, and newly taught versus reviewed standards. Teachers will use this data to complete a comprehensive item analysis of the test results. Based on the results of the analysis, teachers will be able to determine which content standards need to be re-taught in whole-group instruction, the students who require small-group instruction to reinforce concepts, the students who need additional individual support or tutorial, and the content standards that have been mastered and only require integration or spiraling into the existing curriculum or homework. The data will also help us to develop and modify our curriculum, instructional methods, and professional development programming.

The Director of Curriculum and Instruction will be responsible for tracking and monitoring assessment data. Teachers will be trained to analyze data during Summer Institute and then meet each Wednesday afternoon and other scheduled professional development days to review specific assessment data in faculty-working groups.¹⁹ Such analysis will help all faculty members keep their eyes on the prize: student mastery of clear standards. When necessary, modifications will be made to instruction to more effectively meet the needs of students. The Director of Curriculum and Instruction, with the support and guidance of the Head of School, will monitor the oversight of these modifications. The Head of School and Director of Curriculum and Instruction will be responsible for ensuring that faculty conduct the necessary reviews, discuss their conclusions, and implement any appropriate changes in practice in a timely way throughout the school year. Any required professional development in terms of data analysis methods will be provided by internal trainers or external experts as appropriate. Our school calendar and personnel policies support this process. We consider active, open, and ongoing participation in the discussion of assessment results and their implications central to our teachers' jobs.

¹⁷ Knowledge of the North Star Data Analysis Method was influenced by a workshop conducted by Paul Benfield, Co-Director of North Star Academy in Newark, NJ, in October 19, 2006. North Star has the highest percentage of graduates accepted to four-year colleges of any public school in the state of New Jersey.

¹⁸ See Section 6 for example of sample test data analysis sheet.

¹⁹ See Section A.4.1 on p. 56 of the syllabus regarding professional development.

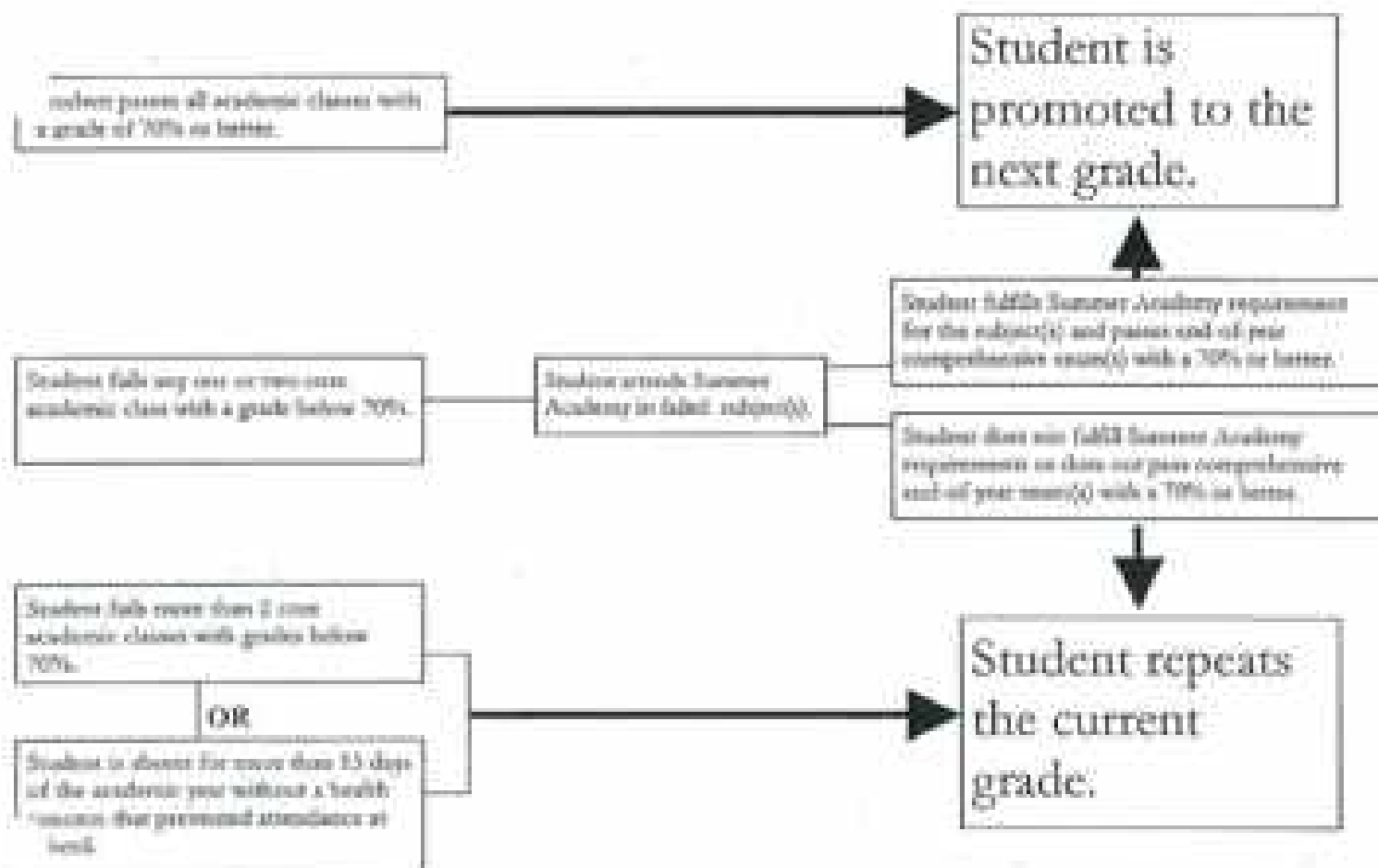
Management of assessment data will be accomplished through the use of an assessment data system that allows for the recording and monitoring of student progress. This system will be implemented in year one of operation. We have not yet identified which system the school will use, however this will be researched during the planning year should the charter be approved, and implemented prior to the start of school. In line with our educational philosophy of accountability, we will regularly present our data in an easily accessible, widely disseminated, jargon free, and critical manner. Our Board of Trustees, families, community members, students, and the authorities will receive regular updates on the most current data available. Our annual report will be published shortly after the end of the fiscal year, once District test data from the previous year has been reported and analyzed.

b. Basis for Promotion and Graduation

One of our DRHAM values is mastery and we will do whatever it takes to support a student in mastering the content put before him/her. We believe that promotion of a student who has only passed some of his/her classes and has not fully mastered the underlying content would be a disservice to that student and detrimental to teachers who would then be expected to take a heterogeneous group of students and deliver quality content. It is our goal that all students are truly prepared for high school, college and beyond as demonstrated by content acquisition and mastery, not our like/dislike, empathy or personal thoughts of or about a particular student. While Achievement Prep offers a wide array of academic supports, there will be no grade inflation and no social promotion.

Grade Level Promotion

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery in a subject is indicated by a grade of 70% or better. For 1st and 2nd trimester, the work done in the course through mid-trimester exams, quizzes, homework, and participation will account for 75% of the student's overall grade for that trimester and the end-of-trimester comprehensive exam will account for 25% of the overall grade for that trimester. In the third trimester, 100% of the student's grade will be calculated based upon the end-trimester exam, quizzes, homework and participation. However, the final grade for the year will be an average of the scores from the end-of-the-year comprehensive exam and the three trimester grades and each will carry equal weight (each grade being 25% of the student's final grade for the subject). Any student who misses below a 70% for their final grade for the year for any one or two core academic class(es) will have to attend Summer Academy and retake the end-of-the-year comprehensive exam(s) at the conclusion of the summer program. Students who attend Summer Academy may be promoted to the next grade by fulfilling all Summer Academy requirements and passing the end-of-the-year comprehensive exam(s) taken at the end of the summer program with 70% or better; however, their final grade for the class(es), regardless of his/her score on the end-of-year comprehensive exam(s), will be a 70%. If the student fails to fulfill the requirements of Summer Academy or does not pass the end-of-the-year comprehensive exam(s) with 70% or better, he/she will have to repeat the grade. Any student (a) receiving less than 70% in more than two core academic classes, or (b) who misses more than 15 days without a bona fide health concern that prevented attendance at school, will automatically be retained and, at the discretion of the Director of Curriculum and Instruction and the applicable teachers, may be required to attend Summer Academy. See flowchart below depicting Achievement Prep's promotion policy.



In the event that a student does need to repeat a grade, the Director of Curriculum and Instruction will assemble a multidisciplinary team to plan an appropriate strategy for the following year. Based on an understanding of the reasons for the student's lack of success during the previous year, the team will detail supports and processes for ensuring that he or she will be successful the following year. These interventions may include, but are not limited to, extra tutoring in August or at Saturday Academy, a change in the student's flexible ability grouping, or an effort to work with the student's family to address personal or peer group issues.

Graduation Policy

Because Achievement Prep enrollment stops at eighth grade our students will not graduate, but simply be promoted to the ninth grade. The requirements for eighth grade promotion will be the same as those outlined in the grade level promotion section above.

Communication with Parents

We will keep parents advised of their child's academic progress toward promotion on a consistent basis. Parents will receive both verbal and written communication concerning the progress of their child throughout the school year. In the middle of each trimester, parents will receive written progress reports from each of their child's teachers. These progress reports will contain anecdotal data for each class, in addition to the student's current grades. At the end of each trimester, there will be a formal parent conference/report card night where teachers and parents will meet to discuss their student's progress as well as to pick up their student's report card. We want to be sure parents are fully aware of their child's academic status at all times and that teachers have very specific and intentional times to meet with parents, so we will not mail report cards home, we send them home with students. All parents will be required to

come to the school to pick up their child's report card.²⁴ Parents will receive phone calls from the student's advisor on a regular basis. During these calls, advisors will be able to update parents on the academic progress of their student.

e. Student Intervention

Our instructional program, assessment system, and intervention mechanisms are all designed to truly leave no child behind. The frequency of our assessment program enables faculty to quickly identify students who are behind, and we will also be able to determine which standards are challenging particular students. We believe that all students can achieve at high levels. However, we also understand that not all students learn material in the same way or at the same pace. Therefore, it is expected that students at various times will face challenges mastering the material that cannot be overcome by class attendance and homework completion alone. Therefore, we are committed to assisting these students with the necessary additional supports as listed in Section A.2.e on p. 36.

Identification of Students in Need of Academic Support

Our program implements systems that can effectively identify and monitor students experiencing academic challenges. Data from assessments, weekly quizzes, and comparative exams will be recorded and analyzed using a template that allows the teacher, Director of Curriculum and Instruction and Head of School to see both overall trends within the class, and the trends of individual students (see Section K for a sample of the type of template that will be used for analysis of data from internal assessments of students). Using this template, teachers will be able to determine which standards have been mastered by the class as a whole and which standards individual students have mastered. The template will also generate individual student averages and the class average. Teachers will record this data on the school server and the Director of Curriculum and Instruction will have access to view all data recorded. Teachers, the Director of Curriculum and Instruction and the Head of School will carefully monitor the data at frequent intervals making it possible to identify students who are not meeting performance standards consistently, including those who are having challenges with specific performance standards (see Section A.3.a "Use of Assessment Data" on p. 39 for a more detailed description). Data of students receiving supplementary academic supports will be monitored by the Director of Curriculum and Instruction to evaluate the effectiveness of the supports they are receiving. Based upon the data, decisions will be made concerning what additional supports, if any, are needed.

Students who consistently score below 70% on internal assessments and students who demonstrate they are having challenges with specific standards will receive mandatory tutoring. Students requiring intervention/remediation and students not on track to meet the promotion requirements will have Saturday Academy and Summer Academy to receive one-on-one and group academic support to improve their current mastery.

Communication Regarding Interventions

Teachers and Administrators

Teachers who believe that a student is in need of tutoring will fill out a Recommendation for Tutoring form. The form will include (1) the student's current grade average, (2) if the tutoring being requested is for targeted assistance for a particular standard, and (3) anecdotal information on the student's progress and challenges in the class. The form will be sent to the Director of Curriculum and Instruction and the student's advisor. The Director of Curriculum and Instruction will then conference with the requesting teacher and the advisor regarding scheduling tutorial. Student data will be monitored to determine if tutoring alone is effective or if additional supports are needed.

Parents

Upon receiving notification that a student requires tutoring, the advisor will contact the parent by phone. The advisor will explain that the student will be required to attend tutoring, explain the challenges the

²⁴ All necessary follow-up with families after its not annual report card cycle will be monitored by the Director of Community Outreach.

student is currently having in class, and restate the parent of our commitment to support the student academically in any way possible. The Director of Curriculum and Instruction will then follow up the advisor's parent conversation with a formal letter that includes the date that tutoring will start. If a review of student data indicates that the student will need additional supports, the advisor and/or the Director of Curriculum and Instruction will contact the parent again.

4. Support for Learning

a. Parental Involvement

"If we are a child who is languishing in an inner-city school - we have to think about how we would feel if that were our child. Would you allow such a situation?" - Senator Barack Obama¹⁶

Parents of children East of the River want and deserve a high quality education for their children. Poverty does not lower a parent's expectation and desires for his/her child. At Achievement Prep we believe that we have a responsibility to empower parents to have a voice in their child's education. We want families engaged in and supportive of their children's education. We believe that when families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. We see parents as partners - believing that students attain more educational success when schools and families work together to motivate, socialize, and educate students. Our partnership with parents is based on the following four tenets: (1) being clear on how parents can be involved in their children's education; (2) fostering a climate of mutual respect and trust, including respecting diversity; (3) welcoming families into the school; and (4) engaging in two-way, regular communication with families.

Being clear on how parents can be involved in their children's education

Achievement Prep's parents will play a vital role in their child's education. Each year, parents will be asked to sign the family-student-school covenant ("Achievement Prep Covenant"), which will also be signed by students and a representative of the Achievement Prep faculty. The Achievement Prep Covenant outlines our shared commitment to hard work and consistent support of one another. (Please note that the Achievement Prep Covenant is only requested of parents and students. By law, the school cannot require parents and students to sign the Achievement Prep Covenant.) School staff will pledge to provide students with a safe, caring and high quality learning environment, demonstrate the highest standards of professionalism, and appreciate, support, and respect every student and parent. We expect our parents to hold us accountable for providing all of this. We also ask (but cannot require) of Achievement Prep parents their cooperation in regards to a longer school day, signing nightly reading logs, support for homework, near-perfect attendance, and a high-expectations discipline policy. At base level we are all working for the same outcomes: we want the very best for our students and our parents want the very best for their children.

Achievement Prep will develop a Parent Association for all parents that will be led by 3-5 parent officers. All of the parents of Achievement Prep students will elect a President of the Parent Association. The President of the Parent Association and one (1) additional parent will serve on the Board of Trustees¹⁷ and will meet one-on-one with the Head of School on an as-needed basis. The Director of Community Outreach will be the faculty liaison between the school and the Parent Association.

The Parent Association may assist Achievement Prep in the following ways:

- Gathering statistics on parent satisfaction;
- Coordinating parent volunteers, i.e. enrichment classes, quarterly maintenance and repair of school;
- Supporting school-based fund raising for field trips;
- Mentoring and serving as a resource for parents of incoming students; and
- Coordinating new-parent social events.

¹⁶ Quoted in *Open Flight*, Fall, April/December 20, 2004.

¹⁷ See Section B.1.3 on p. 49 regarding the election of Parent members of the Board of Trustees.

Fostering a climate of mutual respect and trust

Respect is one of our DREAM values and these values apply to all members of the Achievement Prep community and extend outside of our school building to our families and communities. Parents will always be treated with the utmost respect by every member of the faculty. Regardless of ethnicity, socio-economic status, gender or culture, we will always ensure that parents are treated in a professional manner. We recognize that some of our parents may come from schools where there was an adversarial relationship between parents and the school - schools where parents were not welcomed in the building, disrespected, and judged. We will introduce a different type of school to our parents. We will spend parent orientation working with our parents to break down any barriers that might be the cause of any mistrust between the school and home. We will explicitly discuss how we will communicate with parents and the expectations of how parents will communicate with us. We believe that diversity not only refers to ethnicity, gender, or culture, but there is also a diversity of thought. It is healthy for us to have professional differences of opinion and these differences should be shared, but always in a climate of openness, mutual respect and trust. We will agree not to raise our voices, make personal attacks, be judgmental or create environments of hostility. We are committed to creating strong, positive partnerships with our parents and families.

Welcoming families into the school

Our partnership with our parents operates under an "open door" policy. Parents have entrusted their children to us for almost ten (10) hours out of the day. In exchange for such trust, we welcome our parents into the school as they please so long as their presence does not interfere with the learning of their child or any other student. All faculty will make every effort to be available to parents to address concerns promptly; however, there will be instances when faculty will be unable to address a parent on the spot and will ask parents to make an appointment.

In addition, we have created set times when we will invite parents to our school. (As a strategy for higher attendance rates, child care will be provided if needed.)

- **Family Literacy Night.** Keeping with our laser focus on literacy, we will have Family Literacy Night once a month. Many parents have not been exposed to the "how" of teaching (and supporting) their child to read and what is developmentally appropriate for their child. These nights will be a fun way to teach parents what they can do with their children at home to promote a love of reading. On these evenings families will come together to read either in small groups or one-on-one. Teachers at each grade level will determine the areas in which students need more practice at home. We will spend the first half of Family Literacy Night providing families with a specific literacy tip, strategy or point of wisdom to use at home. For example, some teachers might demonstrate how to select books at appropriate reading levels, others might show parents how to read aloud and talk about books, and others might show parents how to help their children figure out vocabulary words using context. We will provide snacks and create an environment where reading is fun. We will also seek to partner with the local public library to host one of the Family Literacy Nights and use that event as an opportunity to sign up families for library cards.
- **Potluck Dinners.** For many of our students large family dinners are a staple in their homes, especially on holidays. We will seek to replicate that large family feel by having school-wide potluck dinners twice a year (one in the Fall and the other in the Spring). The potluck dinners will provide an informal setting for interaction among parents, faculty, and students and foster the kind of informal communication that can be otherwise difficult to achieve. These casual dinners make it convenient for parents to attend without interrupting dinner schedules. Faculty and parents are both encouraged to bring their families.
- **Parent Teacher Conferences/Report Card Night** will be held once per trimester. This will be another opportunity for parents to receive information about the academic progress of their child as well as to pick up their child's report card. Parents will be able to get feedback from teachers one-on-one. Teachers will also have the opportunity to receive parent input.

- **Enrichment Night** will be held once per trimester. On these evenings, parents, students and faculty will come together for a showcase by Achievement Prep students of the skills and talents learned during enrichment.

Engaging in two-way, regular communication with families

As a small school, we have the privilege of knowing all of our families and communicating with them regularly. This communication will allow us to build relationships with students and families, and to quickly address any concerns so that students can be successful. We want to be sure that parents have access to all of the information they need to make their experience and their child's experience at Achievement Prep as enriching as possible. We will utilize several different opportunities to communicate with parents:

- **Home Visits** will occur for those students who enroll prior to the start of the school year. Home visits will generally occur prior to orientation. Some parents may have questions that they would be less likely to ask in a group setting such as orientation. The home visit will give parents the opportunity to ask these questions and will give them one-on-one access to the Head of School and/or Director of Curriculum and Instruction. We will use these home visits to explain, in-depth, what it means to be a student at Achievement Prep and a parent of an Achievement Prep student, and all of the responsibilities, expectations and privileges. It is at the home visit that we will review and sign the Achievement Prep Covenants.
- **Parent Orientation** will be one of the best means of communicating policies and practices that will be central to the culture of the school. Orientation will be held annually prior to the start of school, and each grade will have a separate parent orientation. While returning parents will be familiar with general policies and procedures of the school, each year students will experience new demands as they continue on their journey in preparation for college. This means that families will also experience new demands as they prepare themselves to assist in the process. Orientation will give parents ample opportunity to speak with administrators, teachers, and other parents about the expectations for the year. It will also be an opportunity for parents to meet and network. The Head of School and Director of Curriculum and Instruction will be present at every orientation. Parents will be notified of orientation both by phone and mail.
- **The Annual Calendar** will give parents the schedule of important events for the year. We want to maximize parent participation in school events, which means that parents must have advance notice. We also want to develop a schedule that takes into account the time demands of busy parents.
- **Weekly Syllabi** will be the most frequent and informative means of communication with parents. (See Section A.2.c on p. 27 for discussion on the weekly syllabi.)
- **School Newsletters** will go out to parents at least five times a year (the middle of 1st, 3rd trimesters and the end of 1st and 2nd trimesters). The school newsletter will be a means of disseminating information, as well as celebrating the students' and the school's successes. The Head of School will be responsible for the school newsletter. The newsletter will include a "Parents' Corner" that will be developed in collaboration with the Parent Association and will focus on ways parents can continue to support their child's academic achievement at home.
- **Report Cards and Progress Reports** will serve to update parents on their child's academic progress. Parents will receive report cards at the end of each trimester and mid-trimester progress reports.
- **Calls from Advisors.** Parents will receive calls from advisors on a regular basis. We build in regular intervals for teachers to contact parents regarding both the accomplishments and the challenges of every child.
- **Communication on Adequate Yearly Progress (AYP).** In accordance with NCLB legislation, we will notify parents annually concerning the school's ability to meet AYP for the prior school

year. The school will advise parents on the percentage of students that actually tested, as well as the percentage of students achieving each level of proficiency (advanced, proficient, basic, below basic) in math and reading. All test results will be disaggregated into the following subgroups: (1) all students, (2) major racial and ethnic groups, (3) students with disabilities, (4) limited English proficiency (LEP), (5) economically disadvantaged, (6) migrant, and (7) gender.

Parents will be informed of the results of the DC-CAS within one month after the results have been received and verified.

- **Communication of Teacher Qualifications.** In accordance with NCLB, all teachers entering Achievement Prep must be "highly qualified" as determined by the District of Columbia. The NCLB legislation mandates that parents have a "right to know" about qualifications and credentials of teachers within the school their child attends. Annually, parents will receive notification about the qualifications and credentials of our teachers. This will include the following information:
 1. The number of teachers that have met D.C. qualifications and licensing criteria for the grade and/or subject that they teach.
 2. The number of teachers who are teaching under an emergency license or waiver and for whom the D.C. qualifications and/or licensing criteria have been waived.
 3. The degree held by the teacher, including any graduate certifications, and the field in which the degree was given.
 4. The number of paraprofessionals, if any, currently providing services or instruction to students within the school.
 5. Parents will be notified of teacher certification by letter within the first two months of school.

b. Community Participation

We recognize that the surrounding community plays an integral role in the success of Achievement Prep. Although our students will spend a large amount of time at school, it is important to ensure that students have access to resources outside of school programming. Another benefit of residing in the District is the wealth of community organizations dedicated to serving youth and families. We have already begun to establish relationships with many community organizations for the benefit of our students and families. As the school continues to grow in its operation/enrollment, we will continue to seek additional partnerships that will service our students. We have received letters of support from the following community organizations, each of which has committed to partner with Achievement Prep:

- | | |
|--|------------------------------------|
| • Crescent House Washington | • East Capital Center for Change |
| • East of the River Clergy Police Community Partnership | • Facilitating Leadership in Youth |
| • Guerrilla Arts Ink | • Life Pieces to Masterpieces |
| • Marshall Heights Community Development Organization | • Peacechickens |
| • Town Hall Education, Arts and Recreation Campus (THEARC) | |

In addition to the letters of support from the above organizations that have agreed to partner with us to offer services and programming to our students and families, we have also secured letters of support from the following individuals who have agreed to support Achievement Prep and its leadership:

- Jeanne Allen - Center for Education Reform
- Kevin Chevone - former councilman and resident of Ward 7

- Chris Smith - CEO of William C. Smith and Company¹⁰

e. School Organization and Culture

"We pay so much attention to our school culture because we believe that it's the single greatest lever towards influencing student motivation and thus achievement."¹¹

A strong school culture is a hallmark of every high-performing school. At Achievement Prep, we will have a clear, definable and sustainable school culture that promotes student achievement, supports teachers and empowers parents. We will create a deep sense of community that can be felt throughout the school. From a thoughtful approach to design, to the way adults talk to one another and every student, Achievement Prep will exude the warmth of a supportive family, and the seriousness of purpose of an Ivy League college. Like Academy of the Pacific Rim, a high-performing urban charter school in Boston, MA, we believe our greatest asset is the culture of achievement that we create in the school.¹² A strong school culture does not happen by chance or because certain families and students are lottery winners. We will carefully design a culture in which students are motivated towards achievement. Each action of every adult in our school is seen as crucial in shaping a culture of achievement. We will design, model and practice a set of values, beliefs, traditions, rituals, routines and relationship-building activities that will shape our school culture on a daily basis.

Our DREAM Values

Achievement Prep is designed around our five core DREAM values – Determination, Respect, Enthusiasm, Accountability and Mastery. This simple acronym serves as a cultural touchstone and drives all that we do. DREAM represents the larger school vision of what we want our student to do on a daily basis, as well as each individual value included in the acronym. We want our students to dream a life larger than their current surroundings. The values expressed in the acronym itself should be used consistently as an overall roadmap or guide for behavior.

- **Determination** is working hard and staying focused despite challenges in my academics or personal life.
- **Respect** is treating others with politeness, consideration, and appreciation.
- **Enthusiasm** is having excitement for and interest in my learning.
- **Accountability** is taking responsibility for my actions, no matter how big or small.
- **Mastery** is striving for the highest standard in my academic and daily actions at all times.

Our Be the DREAM class will serve as the primary means of explicitly teaching school culture and expectations. The expected outcomes from the class will help our students become strong scholars and responsible citizens.

Our School Leadership

The leadership of the school is the most important factor in establishing school culture and ensuring student achievement. We have been very thoughtful about our organizational structure (discussed in detail in Section C.2.c on p. 93), and when it comes to establishing and sustaining school culture, the most integral portion of that structure is the two leader model of the Head of School and the Director of Curriculum and Instruction.

A two leader model of Head of School and Director of Curriculum and Instruction.

A two leader model allows the school to function most effectively by delegating specific responsibilities to each leader in order to optimally support the school's organizational success and strong student

¹⁰ We include in Section E a range of personal letters of support; however, due to page limitations, we have not included all of the letters in the application. All letters are available immediately upon request.

¹¹ Academy of the Pacific Rim, Culture Guidelines 2008. The Academy of the Pacific Rim (APR) has an on record for high-performing charter schools in school culture, academics and rates of student achievement. See www.pacificrim.org. The formation of Achievement Prep's school culture is deeply rooted in the Lead Founder's vision at APR and the exposure to and training by the school's former leader, Spencer Sheldahl, during the PBS Fellowship.

¹² Ibid.

achievement. The Head of School, as the chief executive officer of the school, will be responsible for all business aspects of the school: financing, fundraising, facilities, over-all school management, and all long-term planning. The Head of School will hire and manage a leadership team to implement the school's mission. The Director of Curriculum and Instruction will concentrate solely on curriculum and classroom instruction, and will be responsible for ensuring that teachers are supported, daily lessons are being taught in a consistent and effective way, students are engaged in their studies and learning, and all assessments accurately measure student learning in relation to academic standards. The Director of Curriculum and Instruction will visit classrooms daily, providing ongoing feedback as a key component of our professional development and our commitment to delivering strong college-preparatory classes each day. Both leaders will be responsible for the development and maintenance of a school culture that is orderly, respectful, and achievement-oriented.

Classroom organization:

Teachers at Achievement Prep will create classroom environments that allow every student to feel safe and supported and encourages every student to share openly with the class. A structured environment is a product of proactive and effective classroom management. Creating this classroom culture takes time and effort, yet is essential for student achievement. Adherence to the consistent school-wide management and discipline systems, modeling patience, active listening, articulate pronunciation, and effective questioning are important steps towards creating such a space. Faculty training on consistent expectations for student behavior and achievement during the Summer Institute will ensure that from the first day of school, students will encounter familiar routines from every adult in the building. Consistent instructional routines, described in Section A.2.c on p. 27, will contribute to creating strong classrooms for all students.

Student Groupings - Advisory

In each Academy, every student is carefully guided by an adult advisor - a mentor who follows the student's academic and social development. All teaching faculty and much of the administrative staff will serve as advisors. The advisor is the primary liaison with parents, developing a close personal relationship with the student's family. The advisor provides stability and consistent attention, and helps students transition successfully into Achievement Prep rigorous college-preparatory environment. Each advisor will have between 10-12 students and all of those students will meet as an Advisory group for 15 minutes each morning and afternoon. During morning Advisory, students will turn in homework, set group and individual goals for the day, receive any announcements or reminders, and prepare for their day. During afternoon Advisory, students will check in with their advisor about their day, advisors will make sure students have their homework assignments, receive any announcements or reminders, and are prepared to end their day.

School Rituals

Preparation Academy

At the start of each academic year, all students will participate in a one week student orientation called "Preparation Academy." During Preparation Academy, students will be taught what it means to attend Achievement Prep and the responsibilities and expectations that are attached to being an Achievement Prep student. In addition to diagnostic testing, there will be a focus on school culture and high expectations. We will work with students to explore the meaning and application of the DREAM values. Routines, structures, and behavioral expectations of Achievement Prep will be explicitly taught and practiced during Preparation Academy. For students in the Legacy Academy, Preparation Academy will serve, in part, as an opportunity for leadership and modeling expectations for students in the Foundation Academy.

Academic Recognition Ceremonies

1. **Honor Roll** At the end of each trimester, an Honor Roll will be published. Students with grades in all four core subjects (reading, math, social studies and science) at or above 90% earn High Honor status. Students with grades in all four core subjects at or above 80% earn Honors status. All Honor Roll students will be recognized at a formal trimester ceremony.

2. **Honorable Mention:** At the end of each trimester, teacher teams will nominate students who have shown the most consistent effort across several academic categories (e.g., homework completion, organization, class participation) during the preceding trimester. These students will also be recognized at the Honor Roll ceremony.

Prep for Prep

The school doors will open promptly at 7:15 AM each day. Upon arrival, a school leader will greet each student with a firm handshake and warm greeting. From 7:15 to 7:45 AM, students will have a nutritious breakfast and will complete academic skill building activities, reinforcing foundational skills in math and literacy and establishing academic expectations and opportunity for learning at the very start of the school day.¹⁰⁸ In addition, this will enable students to be in a calm environment and in the proper mind frame to approach an academically rigorous day.

Morning Circle

Morning Circle will be a 15-minute community gathering on the first day of the school week (usually Monday) in lieu of morning advisory. Run by the Head of School or other member of the faculty, Morning Circle is the way the entire school community will come back together after a weekend or holiday to greet one another and to collectively focus on the tasks at hand for the week. Students will speak at Morning Circle as well, working with teachers to present inspiring stories, lessons, and quotations in order to focus the work at hand on the DREAM values of the school community. Time for student prayer will also be included in Morning Circle, as students will learn to notice and celebrate those exemplary qualities of one another.

Preppy and Proud

Preppy and Proud provides an opportunity for the Achievement Prep community to come together on the last day of a school week (usually Friday) to celebrate student achievement and contributions, commitment, and academic achievement with a high level of energy and excitement. Preppy and Proud is based on the model of the “Town Hall” meeting at Amistad Academy.

d. Extracurricular Activities

Beyond academic excellence, Achievement Prep will also offer high-quality enrichment activities, including the opportunity to participate in music and sports programs. Our enrichment programs will give students the ability to explore a wide variety of interests and provide a strong complement to our core academic program. We are committed to providing students with the opportunities to achieve excellence in a wide variety of areas. Therefore, we will encourage students to step outside of their comfort zones and participate in unique activities and programming such as chess and Capoeira. Enrichment classes will be held on Monday, Tuesday, Thursday, and Friday afternoons. Students will select one enrichment class per trimester with the possibility of enrolling a class the following trimester. The course listing will depend on the skill set of the teachers on staff and the parents and/or community members who volunteer. In addition to the other activities that we will offer, the founders of Achievement Prep have identified the following five (5) enrichment classes as potential activities for our students and contacted potential community partners about conducting the classes.¹⁰⁹

- **Capoeira.** African slaves in Brazil perfected Capoeira (Pronounced ‘kah-poe-ah-ah’) 400 hundred years ago as a way to resist the oppression of the Portuguese. Music and dancing were incorporated to provide concealment, allowing the slaves to practice underground. Capoeira has played an important role in shaping the culture of Brazil. Today, Capoeira is practiced on every continent and continues to gain recognition as a means of liberation from the barriers people impose on

¹⁰⁸ Schools based on the KIPP model have used the concept called Prep for Prep successfully to focus on core skills in math skills, reading, and critical thinking.

¹⁰⁹ We have contacted the following organizations to inquire about partnering with Achievement Prep to bring these activities to our students: Capoeira Made (www.capoeiramade.org), African Heritage Ensemble and Drummers (www.ahed.org), Top Kettle (www.topkettle.org), Dance Place (www.danceplace.org), and Ghetto Film Fest. (www.ghettofilmfest.com). Each organization has expressed a willingness to work with us at a free or reduced rate and asked that we contact them again should we wish to further discuss any Achievement Prep partnerships.

themselves. Capotea combines the raw excitement of music, dance, self-defense, and gravity-defying acrobatics.

- **African Drumming.** Dance and music play an important part in the lives of African people. Dance and music are performed to worship ancestors, make hard work easier, and celebrate important events in the community, such as initiations or coming of age ceremonies, marriages, births, deaths and to celebrate the harvest.
- **Step Class.** Through *Stepping into School*, an arts-in-education program, Step Afrika brings the art and energy of stepping to K-12 and college students of all ethnic backgrounds. In stepping, the body is used as an instrument to create intricate rhythms and sounds through a combination of footwork, claps and spoken word. The rhythms grew out of the song and dance rituals practiced by historically African-American fraternities and societies in the early 1900s.
- **Dance (Hip-Hop).** This class will be for students who are interested in learning the various genres of contemporary hip hop dance movements. Students will be able to express themselves creatively through these genres by communicating positive images within this art form. The hip-hop culture has transcended ethnic barriers and maintains an eclectic audience, so the history and relevance of its ability to surpass ethnic relations and build community will be emphasized and taught. In addition, youth will be exposed to techniques that will help build strength and stamina in addition to allow them to gain a new sense of confidence and comfort with their bodies.
- **Guerilla Arts Ink. ("Guerilla Arts") Programming.** Members of the Guerilla Arts team will conduct activities like drama, chess, dramatic speaking, dance, film and music – all geared towards exposing the students to the DC arts community at large. Guerilla Arts will also introduce Hip Hop as an Educational Literacy Program (H.E.L.P.) to our most struggling readers. H.E.L.P. is designed to bridge the communication gap between students and teachers by using popular hip-hop music to teach literacy.¹⁰

Course offerings such as these and others that will be established throughout the year will provide Achievement Prep students a variety of artistic, cultural, and physical opportunities beyond the core curriculum.

c. Safety, Order and Student Discipline

Our Philosophy

We believe that it is our job to create a highly structured, disciplined environment conducive to learning and maximizing student achievement. Learning cannot occur in the midst of chaos. Distractions and disruptions prevent children from learning and teachers from teaching. We have exceptionally high standards for student conduct, and we will ensure that students are physically and mentally safe at all times. This will not happen magically. It will take enormous planning, teaching, modeling, practice and reinforcement of positive behaviors. Our goal is to work with all of our students to teach them how to meet our expectations, and to give them access to their right to education whenever possible, without anyone else in class losing that right due to a peer's behavior.

Role of Faculty – Mentoring, Monitoring and Communicating

With a strong, productive culture as the foundation of student discipline, we will use several different approaches to managing inappropriate behaviors. We will establish a positive, caring, tough love atmosphere where students feel safe and successful. During Summer Institute, all faculty will be trained in an array of student discipline techniques as well as the expected routines and structures for students. Faculty will be taught to identify and address the antecedent causes of behavior. We will practice and model the behavior expected of our students. Throughout the year, these techniques, routines and structures will

¹⁰ Guerilla Arts Ink. (GAi) is an organization dedicated to providing a link between the arts, education, and social service communities. GAi has agreed to partner with Achievement Prep in bringing its programming to our students. The basis of partnership is stated in K.

be monitored and evaluated to determine their effectiveness and changes will be made accordingly to ensure that we continuously maximize instructional time and student learning.

Much of the power of our culture will be rooted in the clarity and consistency of our expectations. Our approach to discipline will be primarily preventative. Behavioral expectations will be consistent from classrooms to classrooms. All students will look sharp in their khaki pants and polo shirts (tucked in). All students will learn and practice common courtesies (please, thank you, and proper greetings). All students will practice good table manners at breakfast and lunch, and learn how to chat quiply with friends. In class, all students will sit at their desks and SLANT (Sit up straight, Listen, Ask/Answer questions, Nod, Track the speaker). Teachers will manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful. Achievement Prep teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in grave physical danger – will be considered grounds for expulsion.¹⁰ Our advisory system will enable teachers to build strong, supportive and respectful relationships with students. Frequent parent contacts will provide opportunities for teachers and parents to work together to problem-solve when behavior problems occur.

Defining and Communicating our Expectations

Student and Family Handbook; Preparation Academy and Parent Orientation

The Student and Family Handbook will provide students and families with the best and most detailed source of information regarding all policies and procedures related to the school. The handbook will detail the school's expectations and the consequences for not meeting these expectations. Topics covered will include student work, attendance, discipline, and disciplinary action. The handbook will also detail whom families and students should contact for specific needs or challenges that might occur during the course of the year. Student and Family Handbooks will be given to families during Parent Orientation, or upon enrollment (for students who enroll after the school year has begun). Upon receipt, parents will sign a form indicating that they have received a copy of the handbook and understand its policies. The handbook will be translated for families where English is not the first language spoken at home. We will not assume that receipt of the Student Family Handbook alone has communicated our expectations. We will also use Preparation Academy and Parent Orientation (see Section A.4.c and A.4.a respectively for details) to explicitly explain our expectations and what those expectations look like on a daily basis.

Personnel Handbook; Summer Institute

The Personnel Handbook will detail the policies and procedures for all personnel of the school, including teachers, administrators, office staff, volunteers, part-time and full-time employees. The Personnel Handbook will detail the expectations of the collective faculty for ensuring that we maintain a safe, orderly, academically enriching learning environment. We will also use Summer Institute to reiterate the expectations set forth in the Personnel Handbook.

DREAM Dollars

We will reward the behaviors that we want to see. Modeled after KIPP, we will use the "paycheck system" and reward students with weekly paychecks of DREAM Dollars for upholding expectations and modeling the DREAM values. Students can earn DREAM Dollars individually or as a class. In contrast, students or classes may lose DREAM Dollars for exhibiting behaviors that do not uphold the DREAM values (i.e. unprepared for class, not paying attention, disrespect).¹¹ DREAM Dollars can be used to purchase school uniform shirts and certain school supplies. Students can also accumulate DREAM Dollars for rewards such

¹⁰ See Section C.4.b on p. 36 for our policies regarding suspension and expulsion.

¹¹ Details on how students earn and lose DREAM Dollars will be set out in the Student and Family Handbook and discussed in greater detail in Preparation Academy and Parent Orientation.

as field trips and ice cream socials. The paychecks are tallied at the end of the school day on Friday and sent home for parental review and signature and to be returned to school on Monday. Students receive new weekly paychecks (starting at \$100) every Monday. Paychecks tell families how students have done in the previous week in regards to attendance, behavior, and homework.

Disciplinary Offense

We define a disciplinary offense as a violation of our code of conduct that occurs while the student is at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity.

Consequences for disciplinary offenses will be subject to the discretion of the Head of School and the Dean of Students and may include school service/clearing, loss of school privileges, in-school suspension, out-of-school suspension, and/or expulsion. The list of punishable offenses will be set forth in the Student and Family Handbook. These rules and regulations may be supplemented by teachers' rules for classes and other school events.

Discipline Procedures Applicable to Students with Disabilities

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose previous school(s) or Achievement Prep, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge – in accordance with 34 CFR 300.527(b) – that a disability exists may request to be disciplined in accordance with these provisions. Achievement Prep shall comply with sections 300.515-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

- Achievement Prep shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.
- Students for whom IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If it is determined that the BIP is ineffective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Special Education Coordinator, or a like position or team of individuals, for reconsideration of a modification to the BIP.
- If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the Special Education Coordinator, or a like position or team of individuals, for reconsideration of the student's BIP and/or educational placement. In the event such student does not have a BIP in place, a functional behavior assessment will be conducted and a BIP will be developed. Such a student shall not be suspended for a total of more than 10 days during the school year without the convening of a Multi-Disciplinary Team (MDT) meeting prior to the seventh day of suspension, because such suspensions may be considered to be a manifestation of the student's disability and/or a change in placement.

Provision of Service During Removal

Those students removed for a period fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school must provide additional alternative instruction for the first 10 days of suspension so that the student

is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals 10 or more school days during the year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teachers, will make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR § 300.520(c)(2) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The school will place students in interim alternative educational settings for up to 45 days as appropriate and mandated by 34 CFR § 300.520(c)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP.

E. Professional Development for Teachers, Administrators and Other School Staff

"The most valuable professional development for teachers is being in the back of their class and providing them with feedback." – Davis Till¹⁶

At Achievement Prep, we believe that teaching matters – greatly. Since primarily two factors drive student achievement – what is taught and how it is taught – it is vital that we invest in all our teaching professionals so that they can become great, master teachers. Teacher quality is the most significant indicator of a student's academic performance. In fact, one study found that students with teachers who rank in the top quartile in effectiveness make gains over the school year that nearly quadruple those of the students with the least effective 25% of teachers.¹⁷ As such, we are fully committed to providing rich, engaging professional development experiences for all teachers – with very clear focus dramatically increasing student achievement and fulfilling our mission.

Our philosophy regarding professional development

The overwhelming majority of professional development will take place at the school. We believe that collaboration with colleagues, analyzing the results and work of a teacher's own students, observing other colleagues, and teachers receiving regular feedback on their teaching are the best ways to improve the quality of instruction. This professional development will take the form of peer observation, planning with other teachers, coaching and feedback, interim assessment data analysis,¹⁸ and subject area meetings. We believe that internal, school based professional development is most powerful because it has the added benefits of keeping everyone on the same page.

We demand a great deal from our teachers and it is our responsibility to make sure that they are supported in their work. We do so everyday in a myriad of ways, including four important practices which are common to most of the high-performing schools we have studied.

1. Structured time for professional development.

- **Summer Institute.** In year one, beginning August 4, 2008, we will provide three weeks of full days of professional development before the school year begins. As a new school, it is critical that the entire faculty spend these three weeks preparing ourselves, honing our craft and ensuring we have all of the structures, expectations and routines in place to welcome our students into our environment.

¹⁶ Davis Till, Secretary of Arizona Academics and President of Achievement Prep. Quoted in *Doing the Achievement Gap, PBL Interview*.

¹⁷ William L. Sanders and Joan G. Rivers, *Cambridge and Spaulding Effects of Teachers on Pupil Achievement*, Achievement, University of Tennessee Value Added Research and Assessment Center, 1994, p. 6.

¹⁸ During our first year of operation, professional development on data analysis methods will be provided by internal trainers on several topics as appropriate. We have discussed having Paul Bennoch of Hawthorne Academy come to Achievement Prep to teach faculty how to conduct and analyze student interim assessments. Doug Larson of School Performance has agreed to come to Achievement Prep to conduct professional development sessions on classroom management and instruction, as well as student data analysis.

that are conducive to learning and academic success. In subsequent years, Summer Institute for returning faculty will last two weeks and include an additional week for new faculty. The leadership team will work together to lead the appropriate Summer Institute sessions with external facilitators when necessary. (See Section C.4.c on p. 111 for an overview of the content covered during Summer Institute.)¹⁰⁸

- **School year professional development.** School year professional development will begin during the summer in the afternoons each day after Preparation Academy. Once students are dismissed at 2:00 PM, faculty will gather to reflect on the successes and challenges of the day and make adjustments, if any, to improve the next day. Once school begins, we have seven full days of professional development for analyzing data from interim assessments, reinforcing school culture and visiting other successful schools. Our weekly schedule includes time for individual planning and common planning with grade-level and subject-focused teams, allowing teachers to share ideas and best practices and to gain new perspectives on areas in which they are not being optimally effective. We provide coverage so teachers can leave the classroom to observe other teachers, both within our school and at other high-performing schools. Every Wednesday students will be dismissed early to facilitate weekly staff development, permitting time for whole school meetings regarding the continued reinforcement of concepts presented during Summer Institute. It is also time for faculty to come together in smaller groups to focus on samples of student work and to discuss student achievement and effective teaching techniques. Small group professional development will be designed by the Director of Curriculum and Instruction and largely teacher facilitated under the direction of the Director of Curriculum and Instruction. The Director of Curriculum and Instruction will work with the department chairs/lead teachers for each subject area, as well as grade level chairs/lead teachers for each grade, to discuss the professional development plan and the facilitation of the teacher led small group professional development. In operation years one and two the small group discussions will be held among (1) math and science teachers and (2) ELA and history teachers. Starting in operation year three, small group discussions will be held among (1) individual departments and (2) grade level teams. Department chairs/lead teachers for each subject area, as well as grade level chairs/lead teachers for each grade will run these professional development sessions under the direction of the Director of Curriculum and Instruction. During the small group teacher facilitated professional development, the Director of Curriculum and Instruction will move from group to group to observe the professional development, ensuring that the content covered is keeping in line with the previously agreed upon plans.

In these smaller group sessions, teachers will also receive professional development regarding strategies for academic support of students with special needs and LEP/NEP students. They will also receive professional development to assist with the implementation of reading and writing across the curriculum as it relates to their specific subject area, data-driven instruction, and effective strategies to result in skill acquisition and content mastery by students. These early dismissal Wednesdays will be solely devoted to professional development.

- **Types of Professional Development.** Faculty and staff will participate in a range of professional development activities that will include, but not be limited to:
 - (a) Instructional coaches with expertise in literacy and mathematics who, in addition to teaching classes and working directly with students, will support other teachers by co-designing lessons, modeling, and coaching, and will have a designated time to meet with grade level teams each month.¹⁰⁹

¹⁰⁸ During Summer Institute faculty will receive professional development in implementing literacy and writing across the curriculum.

¹⁰⁹ Instructional coaches will be part of the reading staff and therefore are not reflected as separate positions in our organizational chart.

- (b) **Instructional consultants** trained by Reading is Fundamental and Reading Recovery¹⁰⁷ will lead school-wide workshops in designing literacy lessons, using reading and writing across the curriculum, improving instructional practice, and building a classroom environment focused on student achievement. We will invest in Reading Recovery's "train-the-trainer" professional development program which will provide our internal instructional coaches with the tools necessary to provide on-going support and direction to literacy teachers in the practices introduced in the school-wide workshops.¹⁰⁸
- (c) **Walkthroughs, class observations, and school visits** will enable teachers to expand their own teaching horizons, build a cohesive understanding of instruction within and across grades, gather important feedback from colleagues, and recognize their own accomplishments.
- (d) **Sharing best practices** among the faculty and staff during professional development time will be critical to build a community of adult learners to both optimize the expertise that exists in the staff and to integrate any new knowledge gained by staff through professional development and other activities.
- (e) **National Conferences** hosted by Reading Recovery and other key organizations that support Achievement Prep's literacy program will give teachers, administrators, and staff opportunities to learn new tools, to meet new colleagues, and to reflect on the successes and challenges facing Achievement Prep.

2. Regular and on-going feedback to teachers and school administrators

- In order to ensure that we are offering excellent instruction to our students, teachers will receive weekly feedback based on informal observations by the school leaders. During these observations, school leaders will evaluate the quality of the lesson/instruction, including the pace and content; instructional methodologies; black board configuration; and general classroom management and student behavior. School leaders will immediately debrief with teachers that day providing praise for work well done and constructive feedback and guidance on areas for improvement. We believe that helping others to improve is far more valuable than just pointing out problems. Teachers will also receive bi-annual formal observations for evaluation purposes. In years one and two of operation, the formal evaluations will be done by the Head of School in tandem with the Director of Curriculum and Instruction. Beginning year three, the Director of Curriculum and Instruction will be primarily responsible for formal teacher evaluations.
- We also believe that it is just as critical to our students' success that the Head of School regularly observe and provide feedback to the school administrators. Similar to teacher classroom observations, the Head of School will regularly informally observe each administrator carry out his/her respective responsibilities and provide constructive feedback. For example, the Head of School will observe the Dean of Students resolving student discipline issues, looking for adherence to procedures and consistency in implementing the same from student to student. In addition, administrators will also receive bi-annual formal observations for evaluation purposes.

3. Developing our own leaders internally

¹⁰⁷ For more information, please visit <http://www.rfi.org/> and <http://www.readingrecovery.org>.

¹⁰⁸ We are still investigating the costs for our professional development, including professional development focused on literacy. We have been in direct contact with representatives from Reading Recovery who have told us that the cost for their services will be determined by annual student count and number of teachers. They have estimated with 120 students and approximately 12 instructional staff, the cost would be between \$2,000 and \$4,500. As a result, we have increased the budget for professional development by \$1,000 to account for the costs associated with such outside consultation/experts.

- As our school grows to its full enrollment our leadership needs will grow as well. We recognize that good people enjoy a myriad of alternatives and will move on and that succession planning is vital to the organizational viability of our school. We believe that growing and developing our own internal staff into these leadership positions is the best expansion and succession plan we can create, so we will be intentional about creating an environment that encourages teachers to stay, grow and thrive within the school community. To the greatest extent possible, we will develop our own leaders internally. This will ensure continuity and mission and vision alignment. In addition, it will give high-potential individuals the chance to gain new skills and knowledge and to take on new responsibilities. Our goal is to provide them with a solid reason to stay with us longer. We believe that people who feel secure that their potential is being recognized and developed will be more fulfilled professionally and will give more to the school. We want to help our faculty to achieve their personal goals within our organizational goals.¹⁰
4. Use of funding to enhance teacher performance and instruction
- While consistent faculty-wide professional development is the most important element of building our school culture, we also want to ensure that individual teachers are given outside professional development opportunities that we and they believe will best enhance their skill set and ability to offer quality instruction. We will provide funding that teachers can apply towards attending excellent external professional development workshops and conferences that have particular relevance to our school's mission and improvement of our students' performance. All requests for external professional development must be approved by the Director of Curriculum and Instruction.
 - We will also supply teachers with tools to enhance preparation, presentation, and organization, including individual computers, easy access to copying and printing, a/v equipment, and working and meeting space. We will ensure that our teachers have all of the instructional and administrative materials and supplies they need to offer rigorous, engaging and quality instruction.

The Director of Curriculum and Instruction will be primarily responsible for Summer Institute and school-year professional development. He/she will focus on coaching faculty and providing the support necessary to improve academic outcomes. The Director of Curriculum and Instruction will work with the department chairs/lead teachers for each subject area, as well as grade level chairs/lead teachers for each grade to plan the facilitation of teacher-led small group professional development as discussed in Section A.4.1.1 and also supporting teachers. Occasionally, faculty members will be selected to present their most effective practices in professional development sessions. Expert consultants will be brought in to support the entire faculty as appropriate. Although the regular observations of teachers and administrators, along with the results of student performance on assessments will dictate the majority of what is covered in professional development sessions throughout the school year, at least once per trimester, the Director of Curriculum and Instruction will formally survey faculty to provide an opportunity for all faculty to provide suggestions that will inform future professional sessions. In addition, after each professional development session, faculty will be required to complete an "exit ticket" that will ask for feedback on the session including highlighting areas of strength and providing suggestions on how to better those areas in need of improvement.

Having a well-equipped faculty that is able to effectively reach our students, work cohesively as a team, and improve their individual professional experiences will allow Achievement Prep to fulfill its mission and reach its goals, ultimately resulting in student achievement and personal success. We will ensure that we use these professional development opportunities to provide our faculty with the tools they need to ensure that we meet both our academic and non-academic goals.

¹⁰ A number of the highest performing urban charter schools like Redwood Prep and Northline Academy have grown their leadership successfully from within, and it is noted by each school's leadership as a strong factor in their school's sustained success over time.

g. Structure of School Day and Year

Students will attend school for 195 days in the academic year. This is longer than the traditional school year of 180 days in DCPS. In order to ensure that we fulfill our mission, our students will need more time on task, increasing the frequency and quality of instruction they receive. An extended school year will allow additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. In addition to the 195 days of instruction, Achievement Prep will also require certain students to attend Saturday Academy.

Achievement Prep's academic year is based on a trimester system which includes regularly administering interim assessments at the midpoint and endpoint of each trimester in each subject area. As discussed in Section A.3.a of the application, frequently administering comprehensive exams and interim assessments throughout the academic year will allow us to closely monitor student academic performance, and to use compiled and analyzed student data to make informed decisions about our academic programming.

In addition to a longer academic year, students will have a longer academic day. Four days per week, students will attend school from 7:30 AM to 5:00 PM. Students are provided with two hours more of instructional time each day than the traditional public schools. The extended academic day allows more in-depth and rigorous instruction time in core academic subjects. Built into the academic day schedule are opportunities for targeted student support and enrichment activities.¹⁰³

On Wednesdays, students will be dismissed from school early at 2:10 PM to provide an opportunity for weekly staff professional development.¹⁰⁴ This time will be devoted to analyzing student data, sharing best practices, and refining school systems and structures to ensure that the academic program and school culture continues to support high student achievement.

Sample schedules for students in the Foundation Academy and the Legacy Academy follow on the next pages. Both of the schedules are illustrative of the curricular emphases at Achievement Prep; the exact minutes and classes may change to better meet the needs of our students. The proposed school calendar for school year 2008-2009 also follows.

¹⁰³ See Section A.3.a on p. 41 for Achievement Prep student interventions. See Section A.4.d on p. 52 for details on Achievement Prep enrichment programs.

¹⁰⁴ We will develop partnerships with community organizations to provide students with enrichment activities during the hour on Wednesdays when they would normally be in class.

Sample Daily Schedule: Foundation Academy – Grades 4, 5, 6

	Monday	Tuesday	Thursday	Friday
	DOORS OPEN			
7:30-8:00 Morning Drop	Prep for Prep	Prep for Prep	Prep for Prep	Prep for Prep
8:00-8:30 Morning Circle	Math Block Procedures	Math Block Procedures	Math Block Procedures	Math Block Procedures
8:30-9:00 Reading Block	Reading Block Guided Reading SPACE - 10 min - 10 min	Reading Block Guided Reading SPACE - 10 min - 10 min	Reading Block Guided Reading SPACE - 10 min - 10 min	Reading Block Guided Reading SPACE - 10 min - 10 min
9:00-9:30 Math Block	Math Block Problem Solving	Math Block Problem Solving	Math Block Problem Solving	Math Block Problem Solving
9:30-10:00 Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess
10:00-10:30 D.E.A.R.	D.E.A.R.	D.E.A.R.	D.E.A.R.	D.E.A.R.
10:30-11:00 WRITING	WRITING	WRITING	WRITING	WRITING
11:00-11:30 Reading Block	Reading Block RM or GR or TA*	Reading Block RM or GR or TA	Reading Block RM or GR or TA	Reading Block RM or GR or TA
11:30-12:00 Social Studies	Social Studies	Social Studies	Social Studies	Be The Dream I/II/III
12:00-12:30 Advisory/Brunch	Advisory/Brunch	Advisory/Brunch	Advisory/Brunch	Advisory/Brunch
12:30-1:00 Enrichment/ Homework Center	Enrichment/ Homework Center	Enrichment/ Homework Center	Enrichment/ Homework Center	Preppy and Pinned

	Wednesday
7:30	Doors Open
8:00-8:30 Morning Drop	Prep for Prep
8:30-9:00 Math Block	Math Block
9:00-9:30 Social Studies	Social Studies
9:30-10:00 Reading Block	Reading Block
10:00-10:30 Math Block	Math Block
10:30-11:00 Problem Solving	Problem Solving
11:00-11:30 Lunch / Recess	Lunch / Recess
11:30-12:00 D.E.A.R.	D.E.A.R.
12:00-12:30 WRITING	WRITING
12:30-1:00 Advisory	Advisory
1:00-1:30 Enrichment	Enrichment
1:30-2:00 Homework Center	Homework Center

*RM = Reading Mastery; GR = Guided Reading; TA = Targeted Activities

Sample Daily Schedule: Legacy Academy – Grades 7 & 8

	Monday	Tuesday	Thursday	Friday
	DOORS OPEN			
7:45-8:00 Bus time (75)	Prep for Prep	Prep for Prep	Prep for Prep	Prep for Prep
8:00-8:45	Morning Circle	Advisory	Advisory	Advisory
8:45-9:00 Period 1	History	History	History	History
9:00-9:45 Period 2	Math	Math	Math	Math
9:45-10:30 Period 3	Science	Science	Science	Science
10:30-11:15 Period 4	Technology	Be The Dream TV/V	Technology	Be The Dream TV/V
11:15-11:45 Lunch	Math	Math	Math	Math
11:45-12:30 Period 5	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess
12:30-1:15 Period 6	D.E.A.R.	D.E.A.R.	D.E.A.R.	D.E.A.R.
1:15-1:45 Period 7	Independent Reading/ Appointments	Independent Reading/ Appointments	Independent Reading/ Appointments	Independent Reading/ Appointments
1:45-2:30 Period 8	Literature	Literature	Literature	Literature
2:30-3:15 Period 9	Physical Education	Physical Education	Physical Education	Physical Education
3:15-3:45 Period 10	Advisory/Snack	Advisory/Snack	Advisory/Snack	Advisory/Snack
3:45-4:00 Bus time	Enrichment/ Homework Center	Enrichment/ Homework Center	Enrichment/ Homework Center	Preppy and Proud

	Wednesday
7:45-8:00	Doors Open
8:00-8:45 Bus time (75)	Prep for Prep
8:45-9:00	Advisory
9:00-9:45 Period 1	History
9:45-10:30 Period 2	Math Block
10:30-11:15 Period 3	Lunch/Block
11:15-11:45 Period 4	Science
11:45-12:30 Period 5	Lecturer Block
12:30-1:15 Period 6	HS Placement/ Advisory
1:15-1:45 Period 7	Dinatural
1:45-2:30 Period 8	Faculty PD

September 2009						
Sun	Mon	Tue	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5
6	7	8	9	10	11	12

[illegible]

A small calendar for January 2009. The days of the week are listed at the top: Sun, Mon, Tues, Wed, Thurs, Fri, Sat. The dates 1 through 31 are arranged in a grid. The 1st is a Friday, the 10th is a Thursday, the 19th is a Wednesday, and the 28th is a Friday. The 31st is a Sunday.

A screenshot of a calendar application for March 2023. The calendar shows a grid of days. On March 1st, there is a meeting titled 'Meeting with the team' with a duration of 1 hour. The meeting is highlighted in a light blue color. The calendar interface includes a header for the month and year, and a sidebar on the left with navigation options.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2000					
	1	2	3	4	5
1	1	2	2	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1

June 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1				1	2	3	4
2	5	6	7	8	9	10	11
3	12	13	14	15	16	17	18
4	19	20	21	22	23	24	25
5	26	27	28	29	30	31	
6							
7							

100

August 4
August 28-29
September 1
September 2
October 4-10
November 14
November 17
November 20
November 28-29
December 1-4
December 8
December 11
December 12
Dec. 24 - Jan. 2

Teachers report by Summer Session
 Preparation Assembly
 No School - Labor Day
 First Day of First Semester
 Infinite Series - Semester 01
 Progress Report - Semester 01
 No School - Staff PD
 Half day for all
 Thanksgiving Break
 End of Semester 01 Exams
 First Day of Second Semester
 Report Card Night - Semester 01
 No School - Staff PD
 Winter Break

10

January 19
January 19-20
February 6
February 6
March 13-18
March 17
March 18
March 25-27
March 30
April 19-20
May 6-8
May 19
May 19
May 28
June 19-19
June 28
June 27
June 28-30
July 6-10

No School - MLK, Jr. Day
 District Board Meeting #2
 Progress Report Thursday at
 the School - Staff PD
 End of Trimester #2 School
 First Day of Third Trimester
 Report Card Night Trimester #2
 Spring Break
 No School - Staff PD
 GC Standardized Testing Week
 District Board Meeting #3
 Progress Report Thursday at
 the School - Staff PD
 No School - Memorial Day
 Comprehensive Source
 Last Day of Classes
 Field Day & BBQ
 Professional Development
 General Assembly

B. BUSINESS PLAN

I. Planning and Establishment

a. Profile of Board of Trustees

*There is no doubt that a small group of committed citizens can change the world.
Indeed, it is the only thing that ever has.” – Margaret Mead*

The Board of Trustees is a talented and experienced group of professionals who are committed to the communities East of the River, and who are determined to govern a school that will be held accountable for strong student achievement.

The Board of Trustees’ expertise in multiple fields – education, community development, business, law, fund development, real estate, youth programming, politics, and finance – will allow it to provide strong governance and oversight of the school. The Board of Trustees also has a keen understanding of the particular needs and challenges in D.C., particularly East of the River. All of Achievement Prep’s Trustees share several core beliefs about education. First and foremost, we know that ALL children – regardless of race, ethnicity, or socioeconomic background – can achieve academic excellence. We do not accept excuses – from our students, our parents, our teachers or ourselves. We do not engage those who insist on telling our students short with the ‘quiet bigotry of low expectations’. We share a belief that ALL of our students can climb the mountain to college. And we share a deep commitment to making that dream of college a reality.

Achievement Prep Board of Trustees

Janice Bigelow CPA (Treasurer)

Janice K. Bigelow is the Chief Financial Officer for Communities In Schools Inc. (CIS), the leading community-based organization helping children succeed in school and prepare for life. She is responsible for all aspects of the business and financial operations of CIS. Under Ms. Bigelow’s leadership, she implemented tight financial controls which led to an increase in unrestricted net assets over two years and generated greater confidence from funders; and she developed and implemented a plan for debt elimination, with full debt elimination occurring in February, 2007. Prior to serving as Chief Financial Officer for CIS, she served as the Director of Finance at St. Colum of Greater Washington, a regional non-profit organization and independent school serving children and adults with severe cognitive disabilities. Ms. Bigelow has over 20 years experience in accounting and finance, and has held management-level positions with BDO Seidman, Kiplinger Washington Editors, and Pew Center for Global Climate Change. She holds a CPA from the State of Virginia and a Bachelor of Arts degree from Lycoming College.

Shanita Burney (Secretary)

Shanita Burney has served as the Director of Prevention for Covenant House Washington since its inception in January 1999. Over this time period, she has grown the Peer-Supported Pregnancy Prevention Program for adolescents (PSP³), into a Prevention Services Unit, tripling in size and locations and housing multiple programs such as the Teen Life Choices (TLC) and Youth Against Substance Abuse (YASA). With a BA in Psychology and a MA in Counseling Psychology, Ms. Burney is a specialist in the design, development and implementation of human service systems that respond to the needs of children, youth, and families of Washington, D.C. Ms. Burney has lived in the metropolitan area for 12 years and continues to pursue what she considers her life’s work with passion and intensity. Ms. Burney’s programs have received numerous awards and recognition including the D.C. Campaign to Prevent Teen Pregnancy’s Conversation Changers Award at the White House, as well as being awarded Outstanding Prevention Program through Prevent Child Abuse of the Metropolitan Area. Ms. Burney has served on numerous committees and councils within the DC Public Schools System as well as community-based organizations. Through her involvement with Achievement Prep, Ms. Burney hopes to continue the work of educating, empowering, and energizing the minds of the District’s youth.

Mr. Michael Duffy

Michael F. Duffy was sworn in as a member of the Federal Mine Safety and Health Review Commission on December 2, 2003, and was named Chairman of the Commission by President Bush on February 2, 2005. He has been re-nominated by the President to serve a second term extending to 2012, and is awaiting Senate confirmation. Prior to his appointment to the Commission, Chairman Duffy served as deputy general counsel to the National Mining Association and was responsible for issues ranging from mine safety and health to environmental compliance and public land use. From 1986-1992, he served as counsel to the Chairman of the Review Commission. Chairman Duffy is a member of the District of Columbia Bar and is admitted to practice before the U.S. Supreme Court and several U.S. Circuit Courts of Appeals. He has written extensively on matters relating to labor, administrative, and environmental law. Chairman Duffy received his B.A. in English, with honors, from the Catholic University of America in 1971, and his J.D. from the National Law Center at George Washington University in 1976. While attending law school at night, Chairman Duffy taught high school English and law at Archbishop Carroll High School in Washington, DC. He served as chairman of the English department for most of that time and also directed student debate. He has continued his love for teaching over the past several years by tutoring students enrolled in an English as a second language program at Language Etc., a non-profit organization located in Washington, DC. He also moderates a weekly book club for Language Etc. students, an activity he established two years ago. Chairman Duffy resides in Washington, DC.

Dr. Doran Gresham

Dr. Doran Gresham specializes in serving students with special needs and emotional disturbances. Dr. Gresham earned a B.A. in English from University of Virginia, and a M.Ed. with a concentration in both K-12 Education and Special Education with emphases in Learning Disabilities and Emotional Disturbances from the College of William and Mary. He earned his Ph.D. in Special Education from The George Washington University Graduate School of Education and Human Development and presented his Doctoral Dissertation on the topic: "General educators' perceptions about the overrepresentation of elementary aged Black males identified as students with Emotional Disturbance." He currently serves as the Assistant Educational Director at the Ridge School of Montgomery County in Rockville, Maryland. His chief duties are to serve as the professional development specialist and to provide teachers of students with emotional disturbances with on-site resources. He is also the Director of Research and Development for Gensile Arts Ink, LLC, which is a grassroots organization that seeks to strengthen the bonds that exist between the arts and education communities in and around the Washington, D.C. metropolitan area. As a teacher/care manager in the public school system, Dr. Gresham taught students in Primary and Intermediate Special Education, Intensity IV classes and English to 9th, 10th and 11th grade students with learning disabilities. Dedicated to community service, Dr. Gresham is an active member of 100 Black Men of Greater Washington, D.C., a service organization offering health and wellness, economic empowerment, education and mentoring programs impacting the lives of African Americans, particularly young males. Dr. Gresham currently serves on the organization's Executive Committee as Mentoring Chairperson. Since January 2003, he has served as a Co-Coordinator of the organization's Saturday Leadership Academy, a group-based mentoring program for African-American males in 9th through 12th grades. Dr. Gresham is a prior recipient of the "Elliot Hall Member of the Year" award which recognizes efforts that made a significant difference in the 100 Black Men of Greater Washington, D.C. chapter.

Todd Lieberman

Todd Lieberman is a Vice President and Development Manager with Bank of America Community Development Banking - Real Estate Development Group in Washington, DC. As part of his position with Bank of America, Mr. Lieberman manages Parkside, a 3 million square foot, 13.5 acre mixed-use, mixed-income, transit-oriented development located in Ward 7, east of the Anacostia River. He recently completed a fellowship with the Center for Urban Redevelopment Excellence Fellowship, where he received technical training, leadership development, and exposure to different markets, organization structures, and cases addressing both physical and non-physical redevelopment issues. Mr. Lieberman received a B.A. in Urban Studies from the University of Pennsylvania, and a Master in City Planning with a

Concentration in City Design & Development from the Massachusetts Institute of Technology (MIT). Prior to attending MIT, Mr. Lieberman held analyst positions at Tishman Realty Corporation in New York City, working in real estate development and finance, and at the land and urban economics consulting firm, Economic & Planning Systems, Inc., in Berkeley, California. Mr. Lieberman is committed to the growth and development of the District of Columbia, specifically the communities east of the Anacostia River. He is a member of the Washington, DC Ward 7 Waterfront Advisory Committee, and he is also active in the Urban Land Institute. Mr. Lieberman resides with his wife in the District of Columbia.

Valerie Mitchell

Valerie Mitchell is an educator and committed D.C. resident. Ms. Mitchell holds a BA in English from Spelman College and a Master of Arts in Education from the University of California at Berkeley. Ms. Mitchell had the privilege of teaching for four years at the highest performing middle school in Massachusetts, Roxbury Preparatory Charter School. Roxbury Prep's enrollment is 100% children of color with a majority of students living below the poverty line. Ms. Mitchell served as a 6th and 7th grade reading teacher, 8th grade English and reading teacher, Literacy Center Coordinator, and 8th grade team leader. In an effort to impact more students' lives, Ms. Mitchell moved from the classroom to an administrative role at a D.C. public charter school where she has spent the last three academic years. In this role, she has coached and mentored faculty, facilitated professional development workshops, and spearheaded implementation of a consistent character education program for students in grades 7 through 12. Ms. Mitchell's goal is to provide as many urban students as possible with access to quality education that will allow them to compete and succeed in today's ever-changing society.

Kathleen Padian (Board Chair)

Kathleen Padian has 15 years of non-profit management and student development experience at the local, regional and national levels. She has produced successful fundraising programs from the ground up including the creation of long-term plans, hiring and mentoring of development team members and extensive work on building Boards of Directors who will actively participate in fundraising activities. Ms. Padian is currently the Vice President of Building Hope, a private foundation dedicated to assisting public charter schools with their facility needs. She is in charge of leading the strategy for a national expansion effort for the foundation, working in several urban communities including Washington, DC, New Orleans, LA; Broward County, FL and New York, NY. She acts as the lead spokesperson for the organization, and oversees all marketing, advocacy and grant-making activities. Prior to joining Building Hope, Ms. Padian served as the National Director of Development for New Leaders for New Schools (NLNS), a non-profit organization that recruits, selects and prepares principals for urban school districts in several major metropolitan areas (New York, Chicago, Oakland, Washington, Baltimore, Memphis, Milwaukee and New Orleans). Her responsibilities included overseeing all fund development activities to support the operating budget which grew from \$4 million to \$20 million during her tenure. Ms. Padian worked with St. Coloma of Greater Washington, a regional non-profit organization and independent school serving children and adults with severe cognitive disabilities, for nine years where she transitioned from her role as teacher to create an annual fund program that generated nearly \$1 million per year in operating and program support. Ms. Padian raised \$1 million annually for operations, and launched the organization's first capital campaign, raising close to \$15 million in gifts from individuals and foundations and Congressional appropriations for a new 100,000 sq./ft. school facility. Ms. Padian holds a B.A. degree in education from the University of Connecticut, a M.A. degree in Teaching from Quinnipiac University (Hamden, CT), and has studied special education and Educational Leadership at the University Virginia's Curry School of Education.

Bruetta Williams

Bruetta M. Williams is the Vice President of Off-Channel Marketing and Promotions for BET Networks. Her responsibilities include leading the development and execution of award-winning strategic advertising and marketing initiatives in support of BET's original programming and specials as well as the BET J digital network and BET.com. A multi-faceted professional, Ms. Williams also oversees the company's print and design department and serves as the liaison between BET and Viacom on partnership opportunities.

During her twelve-year career at BET, Ms. Williams has held various marketing positions including with the BET Publishing Group, which published *Elways*, *Heart & Soul*, *BET Weekend* and *Y3B* magazines. While serving as the interim director of the BET Foundation, Ms. Williams reviewed the successful launch of "A Healthy BET," an obesity awareness campaign targeted to African American women. Her involvement with this project inspired the creation of the BET Summer Camp for Girls, which gives young girls the tools they need to be healthy living advocates for themselves, their families and their communities. A long-term DC resident, Ms. Williams earned a B.A. degree in Economics from Spelman College and an MBA from the University of Iowa.

Michael Watts, Jr.

Michael Watts, Jr. is the Interim President and CEO for the Marshall Heights Community Development Organization (MHCDO), a nonprofit community-based organization that since 1979, has undertaken community development activities in the Ward 7 area of Washington, DC. MHCDO is considered to be one of the most respected community development organizations in the city. Mr. Watts has held several leadership positions in the District government and local and national nonprofit organizations. Prior to MHCDO, Mr. Watts served as the Executive Director for the Center for Youth Family Involvement, whose mission is to expand the opportunities of children, youth and families by providing educational and supportive services that assist them in becoming literate, healthy, active and positive participants in American society. He was the first Chief of Staff for the District's newly created Department of Youth Rehabilitation Services, which is the District's juvenile justice agency. Mr. Watts also served as the Executive Director of both Public Allies-DC and City United. He is a co-author of the Ford Foundation's *Healing the Heart of the City* and the *Public Advisory Manual: Tools for Young People*. He is a member of the Hospitality Federal Credit Union board of Directors, board member of the Coalition for Nonprofit Housing and Economic Development, and a member of the National Forum for Black Public Administration. He is a fifth generation Washingtonian, who attended D.C. Public Schools, as well as University of the District of Columbia.

Shantelle D. Wright (Head of School, ex-officio member)

Shantelle D. Wright serves as the Head of School for Achievement Prep, spearheading the effort to develop and found a successful charter school. Ms. Wright attended Hampton University where she received a BA in Sociology. After undergraduate school, Ms. Wright attended The George Washington University School of Law where she received a JD in 1998. After practicing commercial real estate and corporate law, Ms. Wright knew her life purpose was larger than her current work. She left the life of a corporate lawyer to serve as an administrator at an urban public charter school in D.C. where she served for three years. To Ms. Wright, nothing is more important than ensuring that ALL children, regardless of race or socio-economic status, have an equal opportunity to learn and succeed in this country. Inspired by these firm beliefs, Ms. Wright set out to open Achievement Preparatory Academy in D.C. Ms. Wright was selected as one of thirteen outstanding leaders from across the country to participate in the highly competitive Building Excellent Schools Fellowship.

Ursula Wright (Vice-Chair)

Ursula Wright is the Chief Financial Officer for the National Alliance for Public Charter Schools, a not-for-profit organization that is committed to advancing quality growth within the charter school movement through national advocacy, industry development, and strategic leadership. Prior to joining the Alliance, Ms. Wright's professional experiences included corporate finance and business development positions at some of the nation's leading firms, including The Chase Manhattan Bank, PricewaterhouseCoopers, Canady & Associates, and, most recently, GXS (formerly a General Electric subsidiary). Ms. Wright has donated her time to several social entrepreneurship endeavors throughout the years, including the World Bank's Development Marketplace Business Plan Competition and Junior Achievement. Ms. Wright earned a BS in Economics from Spelman College and a MBA from the Kellogg School of Management at Northwestern University.

Advisory Council to Funding Group

Each of the following individuals has served as advisors to the Founding Group throughout the founding process, providing guidance, support, advice and wisdom in their respective area(s) of expertise. The advisors have made themselves available to the Lead Founder and other members of the Founding Group on numerous occasions, and have greatly informed the school design and/or the proposed services offered to Achievement Prep students. Due to prior commitments, several of the advisors were unable to commit to the current work of the Founding Group; however, there have been discussions with advisors about joining the Board of Trustees if Achievement Prep is awarded a charter.

Julie Camerata

Julie Camerata is Executive Director of the D.C. Public Charter School Cooperative, a nonprofit that assists charter schools in Washington, D.C. with their special education programs. In this role, she offers technical assistance, provides and organizes professional development sessions, develops and implements direct services programming for best practices, serves as a liaison to the State Education Agency, and acts as an advocate for charter schools, with a special focus on the unique education needs of exceptional learners. Currently, Ms. Camerata serves as the charter school representative to the State Advisory Panel on Special Education. She works with D.C.'s Assistant Superintendent for Special Education in order to share information, communicate needs, and bridge gaps. Ms. Camerata holds a BA in Politics from Oberlin College and received her MA in Transition Special Education from the George Washington University. A special education teacher by training, Ms. Camerata began her teaching career by working with students with severe emotional disturbances in a segregated setting. Ms. Camerata went on to teach students with learning disabilities in the District of Columbia's Public Schools System. Ms. Camerata joined the charter school movement in 1999. Since then, she has taught and served as special education coordinator in five of the District's charter schools.

Peter N. Greenwald

Peter N. Greenwald is Chief Administrative Officer for the Penance Company, a Washington, D.C.-based commercial real estate investment firm. Having worked with the principals and founders of Penance for more than a decade in an advisory capacity and as a member of the Board of Directors, Mr. Greenwald has, since 2004, been a committed member of the Penance team focusing on equity relationships and communications with partners in the enterprise, as well as legal and business strategies. Mr. Greenwald was Executive Vice President, General Counsel and Secretary of Retired Person Services, Inc., a company that, at its peak, had sales in excess of \$400 million. He had responsibility for corporate communications, marketing and business strategies in addition to serving as the company's chief liaison with clients. He also had responsibility for the company's legal affairs and Board relations. Mr. Greenwald has been responsible for developing programs and products from conception to implementation in a broad range of areas and industries from insurance and financial products to pharmacy services. He negotiated lease and development issues on the tenant's behalf for what was, at the time, the largest non-governmental lease transaction in D.C. history. He serves as a member of the Board of Directors of the Mount Vernon Triangle Community Improvement District in D.C. and the Rosslyn Business Improvement District in Virginia. From 1996 to 2001 he served as a designee of the Secretary-General of the UN on the Board of Trustees of the United Nations International School. He founded the New York law firm of Greenwald & Scroggie PC after having been a partner at Rosenman & Cohn, now KMZ Rosenman. Mr. Greenwald received his AB (*magna cum laude*) and AM degrees from Harvard University and his JD from the New York University School of Law.

William McMahon

William "Skip" McMahon is the Co-Founder and former Executive Director of the Town Hall Education Arts and Recreation Campus (THEARC) in Southeast Washington, D.C., a cultural and social service community center. With an extensive background in community development, in his role as Executive Director, Mr. McMahon spearheaded and managed THEARC's unprecedented \$10 million grassroots endowment campaign to alleviate the operating costs of the nine partners at THEARC so that they can invest in programming for the children and families in the community. THEARC currently serves the

community in providing programs and education services through organizations such as The Washington Ballet, Levine School of Music, Boys & Girls Clubs of Greater Washington, Covenant House Washington, and Children's Health Project of D.C.. Previously, Mr. McMahon served as President of WCS Construction Co. where he managed the oversight and construction of The Townhouses of Otton Creek, a 210 town home development in Southeast Washington, which provided first-time home ownership for low and middle income families. Mr. McMahon holds a BS from the University of Montana.

Dr. Elisabeth Rice

Dr. Elisabeth Hess Rice is an assistant professor of special education in the Department of Teacher Preparation and Special Education at The George Washington University. A former classroom teacher of students with emotional and behavioral disabilities, Dr. Rice now coordinates a teacher training program that prepares teachers to work with students with learning and behavioral disabilities in school partnerships in the D.C. metropolitan area. Her research interests are school-university partnerships, troubled girls and effective teaching strategies. Dr. Rice has published several articles regarding students with emotional/behavioral disabilities. She currently serves as the principal investigator under the U.S. Department of Education grant - *Doing What Works for Children with Emotional Disturbance (ED): Preparing Highly Qualified Special Educators to Implement Effective Interventions in Literacy and Behavioral Support Utilizing School-University Partnerships*. Dr. Rice received her BA from Wellesley College, and both her MA and Ed.D from The George Washington University.

Paul A. Tammonds, Jr.

Paul A. Tammonds, Jr. is a real estate attorney and a partner with the law firm of Pillsbury Winthrop Shaw Pittman, LLP. Mr. Tammonds specializes in the areas of zoning, land use, and historic preservation and practices exclusively in D.C. Mr. Tammonds' legal practice brings him into daily contact with District of Columbia government officials and leaders, including members of the D.C. City Council and the Mayor's office. Mr. Tammonds' clients include universities, private schools and nursery schools throughout D.C. He has represented Jubilee Housing on numerous cases, including a recent case that permitted the non-profit, low-income housing provider to operate a day care center from 7:00 PM – 12:00 AM, thereby satisfying a day need for child care services for Jubilee residents who work jobs after the standard business day. Mr. Tammonds also represented Building Bridges Across the River, Inc., a non-profit organization that created the Town Hall Education Arts and Recreation Center (THEARC). Mr. Tammonds is currently President of the Board of Directors of the Jubilee Support Alliance, an organization that provides financial and professional support to Jubilee Housing. Mr. Tammonds received a BA in History from the University of Michigan and his JD from Wayne State University. Mr. Tammonds has been a resident of D.C. since 1985.

Additional Recruitment of Board Member

Upon charter approval, the Founding Group will transition to the governing Board of Trustees, keeping a broad range of expertise in place for the work of governing the school. The Founding Group will continue its recruitment efforts both for members to serve on the governing Board of Trustees and for Advisory Council members, focusing on one or more of the following areas of expertise: (1) a strong history of engagement in Ward 7 and/or 8, (2) budget operation, (3) marketing and strategic planning, (4) fundraising, and (5) human resources. Candidates recruited for the Advisory Council will be philosophically aligned with the beliefs of the Board of Trustees and the majority of them will be residents of D.C. In this way, the school will be able to cultivate a pool of future candidates for the Board of Trustees familiar with the policies of the school and the Board. This will decrease the amount of disruption during transitioning of Trustees and will provide continuity for the vision of the school.

b. Planning Process

Achievement Prep is the result of the Founding Group being dissatisfied with the quality of educational opportunities currently available to the children and families East of the River. We all acknowledge the role that education has played in our lives and the doors that have been opened as a result of the quality of

education we received. Achievement Prep is a result of like-minded people who believe that nothing is more important than ensuring that ALL children, regardless of race or socio-economic status, have an equal opportunity to learn and succeed in this country.

The Founding Group began meeting as a group in October 2006, and on average, has met at least twice per month since then. Working closely with the Lead Founder, members' contributions include: researching educational methods and practices; traveling to high-performing schools; meeting with educational and charter school experts; contributing to and vetting all components of the application; securing outside resources and leveraging personal connections; recruiting other potential board members; holding Achievement Prep accountable to its business plan; creating a network of strategic partnerships; cultivating meaningful relationships with organizations and community groups; and reviewing school educational policies.

In April 2007, the Founding Group will commit to a full day in training on school governance provided by Building Excellent Schools. During this training, Founding Group members will discuss the difference between management and governance, and commit to being held accountable for attaining the mission and vision of the school. Should the school be chartered, all members will participate in a second training to focus on transitioning from a Founding Group to a governing Board of Trustees.

Lead Founder Training

To support the Founding Group's development during the pre-planning year, the Lead Founder, Shantele Wright, spent the entire year in training with Building Excellent Schools as part of its nationally-based Fellowship program. The Building Excellent Schools Fellowship is a rigorous, year-long training program in general charter school management, which in some ways places it in parallel with programs offered at graduate schools of business and education. Ms. Wright received training in school design, human resources, board development, and financial management that will allow her to effectively develop a strong board to govern the school and to hire and manage strong staff in her leadership of a successful charter school. As part of her fellowship, Ms. Wright traveled to high-performing schools around the nation, visiting over 50 schools and meeting highly respected and successful leaders within the charter school movement. For more information on the training that Ms. Wright received, please see Section K.

The Founding Group was selected out of several applicants to work with FOCUS in its creation and development of its charter application and school framework. Members of the Founding Group participated in The FOCUS Charter School Startup Program which provides aspiring D.C. charter school leaders with the tools and guidance necessary for creating successful charter school applications and for opening outstanding schools. The partnership with FOCUS has provided the Founding Group with guidance in building its accountability plan, planning for special education and English language learners, conducting outreach to the community, developing a business plan and finding a facility.

Community Input

The Founding Group participated in a number of community events. Over the last year we have taken every opportunity to meet with community members and leaders, share the mission and vision of the school, gain insight and wisdom to inform the school design and learn more about the needs of the community. Collectively, we have met with dozens of individuals and groups - church organizations, parent networks, community organizers, and business leaders - to discuss the prospects of Achievement Prep's potential impact on the East of the River educational landscape.

We have also done extensive outreach to talk to the community about their concerns about and desires for educational options in Wards 7 and 8. We wanted to gauge (a) the residents' interest in a school like Achievement Prep coming into the community, and (b) the interest of parents' with grade-eligible children in sending their children to a school like Achievement Prep. Over the last few months, the Founding Group has been in the community, visiting grocery stores, laundromats, hair salons and barbershops, local

events and bus and metro trips talking to parents and community members. We have secured over 150 signatures of D.C. residents (many of whom are parents) who support the idea of Achievement Prep.¹⁴

We are grateful by the support of so many organizations and individuals that have provided input into the school design, shared the needs of the community and committed to supporting Achievement Prep and the work we are proposing to do in Wards 7 and E. See Sections B.3.a on p. 60 and B.2.c on p. 73 for more information on how the community and parents will continue to be involved in the implementation of Achievement Prep.

c. Corporate Structure and Nonprofit Status of the School

Achievement Preparatory Academy, Inc. is incorporated as a D.C. nonprofit corporation. We have applied for 501(c)(3) tax exempt status from the Internal Revenue Service. Attached as Section J are the following corporate documents: Articles of Incorporation, Certificate of Incorporation, and the proposed Achievement Preparatory Academy, Inc. By-Laws.

2. Governance and Management

a. Board of Trustees

Achievement Prep's Board of Trustees is charged with setting the strategic direction of the school, creating policies and procedures, overseeing charter faithfulness, and evaluating the Head of School. The Board will provide strong governance so that the school leaders can focus on the day-to-day management of the school. The major roles and responsibilities of the Board fall into three categories: oversight, resource development, and publicity and advocacy. Specific responsibilities of the Board include establishing school policy, strategic planning, monitoring the school program, fundraising, and ensuring compliance with all federal, state, and local laws. The Board will also adopt policies consistent with federal, state, and local laws that aid in the effective and financially responsible operation of the school. Achievement Prep will be governed by a dedicated Board of Trustees consisting of 9-15 individuals with diverse skills, areas of expertise and experiences essential to the school's proper functioning, organizational viability, and success. While Board membership may occasionally fluctuate, it will maintain a minimum of nine voting members at all times, and an odd number for voting purposes. The membership will always include two positions reserved for parents of students currently attending the school.

Selection of Board Members

The members of Achievement Prep's Founding Group comprise the primary group from which the initial Board of Trustees will be selected. Upon chartering, each Founding Group member will receive a copy of the Board of Trustees Job Description and execute the Board of Trustees Performance Expectations. Although the Board of Trustees will delegate management of the school to the Head of School, the Board is ultimately responsible for ensuring that the school meets its mission. Therefore, the primary qualifications for serving on the Board are:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and leadership;
2. A set of personal and professional skills which will further this effort, including:
 - Commitment to improving access to quality education for all children regardless of race or socio-economic status;
 - Understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
 - Ability to be a good judge of information regarding the Head of School's educational and fiscal management of the school and a willingness to replace the Head of School if results are less than satisfactory;
 - Willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;

¹⁴ Copies of the petition are available upon request from the Board. Due to page limitations, we have not included the petition in this application.

- Ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others; and
 - Financial and/or legal, business, fundraising, management, governance, real estate development, and educational experience;
3. A willingness to accept and support decisions made in accordance with the by-laws;
 4. An ability and willingness to give time and energy to the school; and
 5. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school.

The Board of Trustees will form a Governance Committee which will recruit and recommend new Board members and further develop the Board of Trustees. As outlined in the by-laws, the duties of the Governance Committee shall be to: (a) study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board; (b) present a slate of nominees for Officers to the Board for election at the annual meeting; (c) recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (d) provide ongoing orientation to Trustees; (e) oversee a Trustee assessment process to ensure optimum performance; and (f) recommend the appointment of a past Chair to the Board, if necessary, in the interest of continuity.

Selection of Parent Members of Board of Trustees:

The parent representatives who serve on the Board of Trustees will be selected by the Achievement Prep Parent Association. The president of the Parent Association will serve as the first representative. The other representative, once selected by the Parent Association, will be reviewed by the Governance Committee of the Board and voted on by the entire Board. These representatives will also serve as liaisons between the Board and the Parent Association, making suggestions which address parent concerns while not compromising the mission and vision of the school. In the event that the Parent Association does not recommend a parent representative, the Board Chair will work with the Director of Community Outreach to identify potential parent candidates and those names will be shared with the Governance Committee. Parent candidates will participate in the same orientation as all other Trustees.

Roles and Responsibilities of the Board

The initial Trustees shall serve staggered terms such that the initial three Trustees shall serve for three years, the next three Trustees shall serve for two years, and any additional Trustees shall serve one year terms. For Trustees elected after the first meeting, terms of office shall be for three years from the date of their appointments, or until their successors are voted. A full three-year term shall be considered to have been served upon the passage of three annual meetings. After election, the term of a Trustee may not be ended, except as specified in the by-laws. No Trustee shall serve more than two consecutive three-year terms.

The Board of Trustees will have four officer positions: Chair, Vice-Chair, Secretary, and Treasurer. Each will be nominated by the Governance Committee and must be voted on by the full Board. Once named, the Chair of the Board will work closely with the Head of School to set meeting agendas and guide and support the Board. The officers of the Board of Trustees will be evaluated regularly by the Governance Committee of the Board and may serve two renewable and consecutive one-year terms. The complete plan for officer succession is explained in the draft of the proposed by-laws (see Section J). The Board will include a minimum of four (4) standing committees: Student Achievement/Accountability, Finance, Governance, and Fundraising/Fund Development.

The Board will hold the public charter and use strategic planning and thoughtful governance and oversight to ensure that the school is held accountable to its mission. The sole responsibility of the Board will be to govern the school by developing and maintaining school policies, hiring and evaluating the Head of School, and maintaining financial oversight and fiduciary responsibility for the school. This will be done in alignment with the mission and vision of the school. The Board will delegate management of the school to

the Head of School, who will report directly to the Board. The Head of School will hold an *ex-officio* position on the Board that will allow him/her to perform critical advisory services and to provide an effective voice in the school's governance that accurately reflects the ongoing needs of the school. This position is purely advisory in nature and includes no voting privileges.

Board meetings will be held monthly with a minimum of ten meetings per year. All Board meetings will be open to the public, and the Board will ensure that sufficient and advance notice of the time, date, and location of meetings is made public.

Board's Executive Decision-Making Regarding School

The Founding Group will develop policies and procedures to enable smooth operation and optimal performance of the school. After chartering, when the Founding Group transitions to a governing Board of Trustees, it will adopt its by-laws, all policy written therein and any policies additional to the by-laws document. When the school begins to hire staff and recruit students, the Board assumes its oversight role ensuring all adopted policies and procedures are correctly implemented.

Under the supervision of the Board, the Head of School is directly responsible for the operation of the school and all staff hiring decisions. As the only staff member whose compensation and employment terms are set by the Board and who is evaluated annually by the Board, the Head of School is advised by and advises each Trustee, working particularly closely with the Board Chair and Treasurer. It is within this leadership structure that clear lines between governance and management will be drawn, enabling the Board to govern well and the Head of School to manage effectively.

The Lead Founder and proposed Head of School, Shantelle Wright, and the Founding Group will receive thorough training in the distinctions between governance and management and will be prepared to make decisions that are clearly within their purview as Trustees or staff. The Board will determine the "what" of school operations while the Head of School and his or her staff will determine the "how." Examples of policy the Board will adopt and the staff will implement include but are not limited to:

- **Student Enrollment.** The Board sets the cap on how many students may be enrolled. The Head of School implements the recruitment process, including information sessions, applications and a lottery.
- **Employment.** The Board adopts a non-discrimination policy. The Head of School advertises and recruits for all staff positions at the school; reviews qualifications of applicants; interviews candidates and selects finalists; constructs salary offers and contracts; and offers employment to the selected applicant.
- **School Schedule and Calendar.** The Board will set as policy the length of the school year (number of days of instruction). The Head of School will determine, for example, whether to close school during inclement weather and how then to ensure that the number of instructional days is adhered to or amended with the authorization.

Board's Relationship to Teachers and Administrators

The Board of Trustees will hire, supervise and work closely with the Head of School to ensure that he/she is executing the mission of the school according to its charter. The Board of Trustees will delegate all managerial and decision-making authority regarding Achievement Prep staff to the Head of School. The Board will meet on a monthly basis to discuss the state of the school and its progress toward the goals set forth in its Accountability Plan detailed in Section D. Some of the Board's activities will involve key Achievement Prep personnel in their work, e.g. the Business Manager will work closely with the Board Treasurer and attend Finance Committee meetings.

Board's Relationship to Parents

Achievement Prep believes that parental support is an integral part of a student's education, and will make every effort to ensure that parental input is considered in the Board's decision-making process. The two parent representative Trustees will serve as the primary voice of parents in addressing the Board. The

Board of Trustees will also serve as the final appeal for parents dissatisfied with decisions made by school management.

Board's Relationship to Students

The Board of Trustees will be an active and engaged part of life at our school. They will be expected to visit and observe classes on a regular basis and will be invited to all special performances and presentations by the student body. The Trustees will not have direct supervision of or prescribed interaction with students and will not be expected to field direct questions or complaints from any student or group of students. Rather, should a student or group of students approach them, Trustees will be instructed to notify the Head of School so that official policy for incorporating input or addressing complaints may be followed. When appropriate and as they are able, Trustees may be invited to address the student body about their areas of professional expertise or may be asked to welcome students at their workplaces for career "shadow days" or similar enrichment activities.

b. Rules and Policies

Clear goals and expectations for Trustees of Achievement Prep, are set forth in the policies of the proposed by-laws (see Section f) and will be further detailed in the Board Manual that will be developed during the planning year. The Board Chair will appoint an ad-hoc committee to draft the Board Manual and the committee will have until August 2007 to complete a draft copy. The draft will be submitted for review to Pillsbury Winthrop Shaw Pittman LLP, pro bono legal counsel for Achievement Prep, and returned to the committee for revisions. Once final revisions have been made, the committee will present the Board Manual to the full Board for a vote. We anticipate submission of the Board Manual to the DC Public Charter School Board no later than the end of September 2007. The Board Manual will include rules and policies concerning: legal documents (e.g., charter, by-laws); strategic plans (e.g., Accountability Plan, Resource Development Plan, Financial Management Plan); membership organization and operation (e.g., job descriptions, performance expectations, committee descriptions, calendar, agendas, minutes, Head of School reports); finance and resource development (e.g., fiscal policies, budget, budget narratives, wide reports, resource development references, talking points for development purposes); public and community relations (e.g., newspaper and magazine articles about the school, list of community partnerships and contacts); school code of conduct (e.g., discipline policies, Board's appeal hearings process); and human resources and personnel (e.g., guidelines for hiring and evaluating Head of School, school staff and organizational chart, personnel and student policies).

c. Administrative Structure

One of the first acts of the Board of Trustees will be to hire the Head of School. Shantelle Wright is the proposed Head of School for Achievement Prep. The Head of School, supported and supported by the Board of Trustees, will be ultimately responsible for the implementation of the mission of Achievement Prep at a demanding, high standard. The Head of School will hire and supervise all other employees of the school. The Head of School will report monthly to the Board of Trustees on the state of the school, progress toward successful execution of the mission statement, and progress toward each goal in the school's Accountability Plan. The Board of Trustees will evaluate the Head of School annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

In its initial year of operation, the leadership of Achievement Prep will consist of the Head of School and four senior administrators: Director of Curriculum and Instruction, Dean of Students, Business Manager, and Director of Community Outreach. The four senior administrators will all report directly to the Head of School and will meet frequently as an administrative team. The school will also have a vital position of Office Manager that will assist the Head of School with administrative duties and manage the main office. We do realize the demands of successfully starting a strong organization and school, and we have committed to the size of this initial administrative team to best support a strong and effective organization and educational program. The school intends to open with all senior administrative positions and the Office Manager position filled. Operating as effectively as possible at start-up will best support strong

results for students and the organizational stability that will lead to execution of the mission. General duties are described below:

- **Head of School.** Provides overall school leadership, implements the school's mission, reports to the Board of Trustees, hires all staff, fundraises, manages the administrative team, establishes and directs all long-term strategic planning. The Head of School also serves as the school's liaison to the external community and the media.
- **Director of Curriculum and Instruction.** Provides daily leadership of faculty, ensures effective implementation of curriculum, observes classrooms and addresses instructional practices, coordinates professional development, develops and maintains assessment system. The Director of Curriculum and Instruction also serves as the school's liaison to families regarding students' academic performance.
- **Dean of Students.** Provides day-to-day leadership of students, supports development of respectful school culture, maintains frequent contact with parents, oversees disciplinary procedures.
- **Business Manager.** Ensures compliance with federal, state and local reporting requirements, maintains the school's budget, administers human resource needs, develops and maintains accounting systems, manages facility needs in conjunction with the Office Manager.
- **Director of Community Outreach.** Coordinates all community outreach, student recruitment, enrollment, literacy and orientation activities, communicates with families regularly about all non-academic components of the school program. The Director of Community Outreach will work to establish and maintain relationships with community partners and will work to ensure that students have access to a variety of enrichment activities throughout the week. The Director of Community Outreach also serves as the school's liaison to the Parent Association.
- **Office Manager.** Manages the main office, oversees daily school operations and attendance system, performs administrative tasks, serves as contact for parents.

Input into School Decisions

For Families

Two venues will exist for families to provide input or to assist the school leadership in its decision-making process. The first venue is through parent representation on the Board of Trustees. We will also explicitly ensure that the widest family and community input is solicited and considered at specific decision points. We will accomplish this by hosting with our parent Trustees either community meetings, dinners, or socials that serve to bring community members together and enable us to gather input on specific issues. The second venue is through the Parent Association (see Section A.4.a on p. 46) formed for the specific purpose of ensuring parents can participate fully in the school.

For Teachers and Staff

Our open-door policy for our faculty and staff will gather feedback that can be used to strengthen our school and program. Additionally, we will hold faculty meetings and professional development sessions where faculty will be invited to provide input into appropriate decision-making processes of the school. Although it is the primary responsibility of the Head of School to make final decisions on behalf of the school, we believe that the input of all professionals on the staff can support the strongest decision-making.

For Students

Our students will enter at 4th and 5th grades, and the school, at full size and enrollment, will include students from grades 4 through 8. Understanding that students as young as nine years old may not be mature enough to give critical input into decisions affecting their entire school body, we will reserve that important role for students in the Legacy Academy, grades 7 and 8. In those grades, and through a student government structure, Achievement Prep's student body president twice yearly will be permitted to bring to the Head of School and Board Chair any ideas or concerns directly related to the effective functioning of the school and the academic achievement of its students.

d. School Management Contracts

Achievement Prep does not intend to enter into a contract with a school management firm.

3. Finance

a. Anticipated Sources of Funds

Achievement Prep will demonstrate high student achievement and academic performance with approximately the same financial resources as traditional District of Columbia public schools. Our budget model and financial plan ensure that our core educational program will be able to operate almost exclusively with public funds.¹¹⁸ Conservative budgeting will allow us to maintain financial stability in our operating budget using our per-pupil allocation, start-up grants, and federal entitlement grants. This conservative budget model assumes student attrition, conservative salaries, and zero to low fundraising, yet allows us to balance our budget and focus resources in the classroom. Please see Section F for our complete budget, cash flow, assumptions, narrative, contingency plan, and financial commitments.

Per Pupil Allocation

As a public charter school, public funds will serve as Achievement Prep's primary source of revenue to cover core operational expenses and recurring facilities expenses. It is anticipated that Achievement Prep will be entitled to the per pupil allocations reflected in the budget in Section F. The budget is drafted as an extension of the first year financial plan projected over a period of five years. The budget continues to assume full enrollment in the 8th and 5th grades, and a projected 10% attrition rate of students per year thereafter.

External and Pre-operational Funds

Achievement Prep has secured \$20,000 of funding from the Walton Family Foundation. The Walton Family Foundation has pledged an additional \$30,000 upon the successful submission of the charter application to the DC Public Charter School Board. Should the charter application be approved, the school will be eligible to receive an additional \$200,000 of start-up funds from the Walton Family Foundation (see commitment letter on the following page.) Additionally, the Lead Founder submitted the required application on March 8, 2007, to access funds from the Title V, Part B-Public Charter Schools Program grant, typically totaling \$500,000 over a period of 36 months for charter schools in D.C.

¹¹⁸ We have issued a core educational program that will operate solely under the standard public funding. Understanding the funding, we will use funds and cash grants for those portions of our school programming outside of the core educational program (including, without limitation, student activities, field trips, Saturday Academy). The term "core educational program" refers to the daily academic core offerings from 7:00 AM to 3:00 PM.

Contingency

Two factors could adversely impact the financial viability of the school: 1) public funding or enrollment that are delayed or lower than expected and 2) under-enrollment. To the extent that public funds are temporarily unavailable, We expect to cover expenses with bank lines of credit that will be paid down as soon as public per-pupil allocations become available. In addition, strategic development efforts will seek to create a reserve of funds that will be available for contingency working capital needs. We expect that this contingency fund will reflect up to as much as 5% of expected revenues.

We will address the risk of under-enrollment by maintaining flexibility regarding the timing of long-term capital and staffing commitments, and the timing of the roll-out and growth of enrichment programs. In particular, a number of the senior administrative staff will have deep experience in teaching and school administration, which would allow them to step into a number of roles that Achievement Prep expects to address with additional full time staff as the school grows. If school enrollment lags expectation, we will defer our original hiring plans for additional executive staff and as appropriate, teachers. We would also consider delaying capital improvements and securing capital equipment in the case of severe under-enrollment. In addition, Achievement Prep would seek to contain costs by seeking pro bono services or reduced rate services (e.g., enrichment coordinators, consultants, and legal services). To prepare for possible under enrollment, we have included a contingency budget in Section F that contemplates the first year enrollment at 90 students - 25% fewer students than our targeted enrollment of 120 students.

1-Year Budget Goals

Achievement Prep's budget goals are to support its core curriculum, along with its teaching, executive, and administrative costs via public funds. To achieve its longer term goals, Achievement Prep expects to build a robust supplemental program that addresses the remedial needs of students both within regular classes, and in additional sessions like Saturday Academy. Achievement Prep also expects to provide enrichment activities that go beyond and complement the core curriculum and promote learning about culture, the arts, the community, and physical fitness. Achievement Prep plans to support the establishment and growth of these enrichment activities through fundraising from philanthropic and grant-making sources and extensive community outreach. In addition, strategic fundraising efforts will seek to secure sufficient funds for Achievement Prep to relocate to a school building and related facilities in its third year of operation that will accommodate Achievement Prep at its full enrollment target of 300 students.

b. Planned Fundraising Efforts

The Board of Trustees will plan and initiate an aggressive fundraising campaign to generate capital and to

Funding Organizations
Walton Family Foundation
Challenge Foundation
Charles School Growth Fund
Maura and Gwendolyn Calvert Foundation
Pied Foundation
Freddie Mac Foundation
MacArthur Foundation
Philip L. Graham Fund
New Schools Venture Fund
Procter Foundation
Sallie Krawcheck Giving
John Edward Powell Memorial Foundation
Porter Family Foundation of Washington, D.C.
Harris M. Strong Foundation
Helen Sperry Lea Foundation
Cerescoral Foundation, Inc.
Dorothy Jordan Chadwick Fund

supplement the per pupil allocation. The fundraising efforts will be led by the Fundraising/Fund Development Committee of the Board of Trustees and the Head of School. The chair of the Committee, in conjunction with the Head of School, will develop a plan for fundraising and will review the plan annually. The plan will include the list of donor prospects, preparation and mailing of fundraising letters, phone calls, follow up, and schedule of the fundraising events such as dinners, golf tournaments, and school theater performances. During the planning year, their efforts may be augmented by consultants with experience in non-profit fundraising who will be retained on a per-project basis. In subsequent years, the Board will work with the Director of Development (to be hired in the second year of operation) to ensure that we meet our fundraising targets and implement fundraising initiatives. We intend to develop a strong individual donor base, and will identify local and national foundations and grant

opportunities to pursue. We anticipate that the majority of our supplemental revenue will come from foundations and corporate grant support in the initial years of operation, but that the percentage of funding coming from individual donors will grow each year, creating a diverse yet balanced set of funding sources. Based upon an analysis of historical giving patterns and alignment between the organization's giving pattern and our educational program, we plan to seek funding in the planning year and first year of operation from the organizations set forth in table titled "Funding Organizations" on the previous page.

e. Financial Management and Accounting

Financial Management and Internal Controls/Practices

The Board of Trustees will bear responsibility for the financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance or accounting, and will convene a standing Finance Committee. The Treasurer and the Finance Committee will ensure that the Board monitors the school's finances. The Finance Committee will work with the Head of School and the Business Manager to develop the annual budget and present it to the full Board for review and approval during the last month of the fiscal year. The Board will also ensure that quarterly financial reports with analyses of actual spending versus budgeted amounts are submitted to the Board, and will work with the Head of School to ensure that an annual audit is completed.

While the Board will be responsible for financial oversight, the Head of School will be responsible for the day-to-day financial management of the school. The Head of School will hire a Business Manager. The Business Manager will be responsible for procurement of supplies, equipment and services; coordination of payroll services and benefits packages; cash-flow management and accounts payable; and monitoring of the budget and development of initial budgets and cash flow systems. The two will meet at least weekly to discuss all issues related to finances including the spending plan and the cash flow analysis (the "Operations Meetings"). The Head of School, Treasurer, and Business Manager will issue monthly financial reports to the Board, and the Head of School, Treasurer, and Business Manager will hold no fewer than quarterly meetings with the Finance Committee. Achievement Prep will contract with the GoldStar Group, or other independent certified public accountant (CPA), to provide support to the school in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). GoldStar may also assist in developing Achievement Prep's Chart of Accounts and implementation of an accounting software system.

We recognize that as a publicly supported entity, Achievement Prep has additional responsibilities to ensure the public's confidence and the integrity of the school's activities. The Head of School will develop internal financial controls and policies that are aligned with the requirements of DCPCSB and that provide Achievement Prep with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with District and federal laws and regulations, and produce timely and accurate financial information. Specifically, he/she will develop, with the assistance of GoldStar or other CPA, a Financial Policies and Procedures Manual modeled after the *Final Policy Handbook* of DCPCSB. This manual will cover the roles and responsibilities of all financial management duties, including content, frequency, and process of reporting and reconciling bank accounts and ledger books for all financial transactions of the school. The manual will also include procedures for banking and cash management; procurement; expenses and accounts payable; payroll and related liabilities; fixed assets; grants; donations and in-kind services; debt; investments; and security of financial data.

Budget Process

The Head of School, with the assistance of the Business Manager and the input of the Director of Curriculum and Instruction, will work with the Treasurer to prepare and propose to the Finance Committee a detailed budget that shows line-item expenses that includes an analysis of the budget's relation to the school's Accountability Plan. The budget will include a monthly cash-flow analysis to help manage cash flow and monitor progress towards outputs such as hiring, contracting of services, or procuring of equipment. The Finance Committee will present the proposed budget(s) to the Board for review and vote.

The Head of School will present a variance report of spending in quarterly meetings with the Finance Committee. These reports will be sent to the entire Board quarterly.

Payments and Incoming Funds

The Head of School will sign all checks and have the responsibility for approved purchases, while the Business Manager will prepare all checks for signature and monitor approved expenditures. The Business Manager will not have any check signing authority or withdrawal authority. Checks in excess of \$5,000 will require the second signature of a Board member. Checks will be issued only when within the approved budget and with the approval of the Head of School. Voided checks will be retained to insure proper maintenance of checking account records. Incoming receipts will be recorded by the Business Manager. The Business Manager will record the name, date received, name(s) of donor, address (if available), amount, and type of receipt. The Business Manager will stamp the check "for deposit only" into Achievement Prep's account, and prepare the deposit slip and deposit the checks into the appropriate account. A copy of each check will be attached to a copy of the deposit slip and deposit receipt and will be filed and used for reconciliation of the bank statement by the Head of School. The Business Manager will receive the documentation related to the cash receipts deposit and record the activity to the accounting system. The Board of Trustees will review all cash receipts monthly, including a comparison of amounts received to the budget.

Record Keeping

Achievement Prep will use a commercial accounting program such as Quick Books to keep its financial records. The Head of School, Business Manager and Treasurer will have sole access to these records and will use a password system that is changed regularly. Each week all financial records will be backed up and stored off-site. The Finance Committee will review software needs annually.

Cash flow Management Plan

Achievement Prep's cash management plan includes processes and procedures that help signal a potential cash management problem and allow for immediate action. The Head of School bears ultimate responsibility to ensure that all forms are completed and procedures are followed to ensure that all expected public and private dollars flow to the school without significant gaps in time. On a weekly basis, during the Operations Meetings, the Business Manager will provide a cash flow update to the Head of School indicating any expected revenues to be received and budgeted expenses to be made. These meetings will focus on ensuring that the school maintains a positive cash flow and to the extent possible, a cash reserve each month. Over time, the Head of School with the Board Treasurer will produce budgets that include cash surpluses each year to help offset any potential shortfalls in revenue and to help meet any short term cash flow challenges. There will be financial management policies and procedures in place to help ensure that all purchases and other expenditures are approved and accounted for with an eye towards fiscal prudence and long-term value. These procedures for purchases and accounts payable will allow the Business Manager and Head of School to quickly curtail the rate of spending if necessary. The Head of School, with the Board's approval, will also seek lines of credit with financial institutions to provide an extra layer of protection. Finally, in the event that revenues do not fully cover expenses, the Head of School, Business Manager, and Board Treasurer will take necessary steps to protect payroll and facilities needs. Options would include how revenue through private donations and fundraising can be improved, how non-payroll and facilities expenses and purchases can be delayed, or seeing if the schedule for payments of contracts or services can be renegotiated.

d. Civil Liability and Insurance

Achievement Prep will obtain an insurance policy that meets or exceeds the minimum coverage recommended by the DC Public Charter School Board. An initial estimate of the cost is included in the budget. At minimum, we will maintain the recommended amounts of insurance in the following categories:

- | | |
|------------------------------------|---|
| • General Liability | \$1,000,000 per occurrence, \$2,000,000 aggregate |
| • Directors and Officers Liability | \$1,000,000 |

• Educators Legal Liability	\$1,000,000
• Umbrella Coverage	\$3,000,000, \$5,000,000 if providing transportation
• Property/Lesse Insurance	100 percent of replacement cost
• Boiler and Machinery Insurance	\$1,000,000 (if appropriate actual loss sustained)
• Auto Liability Insurance	\$1,000,000
• Workers Compensation	As required by law

e. Provision for Audit

On an annual basis, a full audit of Achievement Prep's finances will be undertaken by an external CPA to audit the school's financial records in accordance with GAAP. The audit will be performed by a firm from the DC Public Charter School Board's approved list. Achievement Prep will voluntarily provide all financial records and requested data to support the timely completion of a financial audit. Upon completion of the audit, a copy will be submitted to the DC Public Charter School Board in accordance with published deadlines. The audit expenses set forth in the budget are based on actual audit expenses incurred by other D.C. charter schools.

4. Facilities

a. Identification of a Site

We have not yet identified a permanent site for Achievement Prep. Ideally, Achievement Prep will be located in either Ward 7 or 8, serving children and families East of the River. We realize that it is particularly difficult to find a building in these Wards with the communities being so densely populated with residential housing and the amount of committed commercial renovation taking place; however, we are still focusing our efforts on finding a facility East of the River. To identify a site, we have done, or will continue to do, the following:

- We are in prodding conversation with Pastor Kendrick Curry of Pennsylvania Baptist Church located at 3000 Pennsylvania Avenue, SE, and currently occupied by Washington Academy Public Charter School (WAPCS) regarding assuming WAPCS's lease and occupying the space. We have met with Pastor Curry on two occasions, December 19, 2007, and January 3, 2008. The church facility would accommodate Achievement Prep through year two of operation.
- We have boxed has created a facilities committee which has met with real estate brokers, developers, and zoning officials in order to evaluate the best options for facilities for Achievement Prep.
- We are working directly with Building Hope to identify incubator facility space (see copy of the letter on the next page)

We will initially look for a facility to accommodate us through year two of operation. That would include a space of approximately 18,000 total sq. ft., 100 sq. ft./student.¹⁰⁷ We will search for a handicapped accessible site with the following features:

1. Space for six classrooms and adequate bathroom facilities to accommodate each anticipated cohort of students;
2. Space for administrative offices and common faculty workspaces;
3. Space for common and/or dining area;
4. Space for library resources and computers; and
5. Either on-site facilities or convenient access to facilities for related and extracurricular activities.

Our timeline for identifying, acquiring and renovating (if necessary) a facility is set forth with specificity in the Achievement Preparatory Academy's Charter Implementation Plan on page 100 under "Facility Plan."

¹⁰⁷ At full capacity, we will require a building of at least 30,000 sq.

b. Site Renovation

We have not identified a site. Upon identification, we will be prepared to provide a site renovation plan.

c. Financing Plan for Facilities

We expect to lease our facility initially, although our ultimate goal would be to own our facility upon full enrollment. Using the facilities non-residential allotment for SY06-07 and multiplying it by a 3% increase for SY07-08 and SY08-09, we anticipate a funding level of \$9,202 per student for non-residential facilities allotment during operation year one. Our budget projection for the first year of operation includes the costs associated with leasing a facility with twice the space needed to accommodate the school's growth during the following year, and renovation costs (above regular maintenance costs incurred throughout the year) on the public dollar alone. However, we acknowledge that the school will not receive its first facilities payment before October 15th of 2006, and the first per pupil allotment for operations will not be received before July 15th 2006. We anticipate having to perform building renovations and will need to secure all applicable permits. We anticipate rolling the cost of the renovation of hard fixtures (such as lighting and HVAC) into the lease. For all other renovations that require payment prior to July 15th, we will use funding from the federal start-up grant and if necessary, raise funds during the planning year. If necessary, we will also secure a line of credit from a local bank to assist with covering these expenses if necessary. This line of credit will be repaid once the school receives its facilities allotment.

d. Building Maintenance

If Achievement Prep is a tenant in a landlord's building, building maintenance will be clarified in the lease arrangement. If Achievement Prep owns its own building, the Head of School, working with the Business Manager and the Office Manager, will be charged with overseeing building maintenance and code compliance. He/she will create a list of the ongoing monitoring and filing requirements and ensure that all applicable requirements are met. The Head of School and the Business Manager will investigate building maintenance contracts, compare them to taking on the function internally, and make the best decision with cost, time and expertise all considered. The school will contract with an outside agency for custodial purposes.

5. Recruiting and Marketing

a. Outreach to the Community

Community Advisory

Achievement Prep is committed to honoring its promise of a high quality middle school for the students and families of D.C., particularly those students residing East of the River. We believe that the community must be engaged in partnership with the school in order for the school to truly fulfill its mission and be a success at serving its students. As a result, Achievement Prep has already begun to engage the community in informing the development of the school. The Founding Group has met with multiple community organizations and leaders serving families and children located in Wards 7 and 8, and we are honored by their pledges of support for the school. While current commitments do not allow all community leaders to serve on the Board, Achievement Prep has invited these individuals and organizations to serve as community advisors keeping the school leaders and the governing Board of Trustees abreast of the community needs and happenings ("Community Advisory"). These individuals and organizations have committed to advocacy for the school, assistance in recruiting students, and attendance at two annual meetings to give feedback to the school from the community. The Community Advisory will serve as a liaison between the school and the local community and will be responsible for ensuring that the school remains accountable to the community and does not leave residents with another unfulfilled promise of community improvement. We have formed relationships with many of the organizations and community leaders serving families located in Wards 7 and 8. We have created a bi-weekly e-mail newsletter that we send and will continue to send to our community partner organizations and leaders keeping them abreast of the process of founding Achievement Prep.

The table set forth in subsection is below titled "Targets for Marketing," outlines some of the strategic efforts that we will continue to undertake to notify the community and parents of the school.

b. Recruitment of Students

The founders of Achievement Prep recognize the need for high quality middle schools East of the River. However, the founders also recognize and understand the challenges of recruiting potential families and students to a new school, particularly in D.C. where there is an intense focus on education reform and charter schools are under close scrutiny and great debate. The founders of Achievement Prep recognize the challenges surrounding student recruitment in general, and have thoughtfully planned concerted and strategic efforts to reach all vital stakeholders and address as many concerns as possible in a thorough, honest and transparent manner.

Challenges of Student Recruitment

We recognize the unique challenge Achievement Prep faces in deciding to open its enrollment to 4th and 5th graders only, an unusual break in D.C. Public School system and most charter schools. As a result, we will have to be even more strategic and focused in our recruitment efforts. Uncharacteristic to most charter schools their first year of operation, based on our unique enrollment needs, we made the decision to hire the vital position of a Director of Community Outreach as one of our senior administrators first year. The Director of Community Outreach will have the responsibility of overseeing the student recruitment and community outreach process in conjunction with the Head of School. This individual will be hired part-time during the planning year as a consultant and will immediately focus solely on student recruitment during that time. He/she will become a full time employee during the first operational year. We believe this vital position will allow us to more strategically plan our recruitment efforts early in our planning process, something that is generally not focused on intensly until the December or January preceding a school's opening.

Upon chartering, the Director of Community Outreach will solicit our community partners and the local churches East of the River announcing the school's chartering and the proposed opening date. He/she will also use the first three months after the school is chartered to continue to cultivate relationships with additional community organizations. It is with this foundation that the Director of Community Outreach and the Head of School will begin in an intensive parent and student recruiting effort in late 2007, and early 2008 as outlined below.

We have also identified our "newness" to the community as an issue we will have to address. Therefore, we have used the last six months meeting and developing relationships with community leaders, residents and organizations introducing our proposed school and proposed school leader. We have found and will continue to find opportunities to meet with families in small groups or one-on-one. We have attended local community events where we knew parents would be present and have spoken to parents directly about the proposed school and its unique characteristics. Through our community positioning we have spoken with parents of current 2nd and 3rd grade students who said they would be interested in enrolling their child in Achievement Prep. However, we acknowledge that the best way to alleviate parents' concerns about who we are is by allowing our passion, commitment and sincerity for presenting them with a quality educational option ring true in our interactions and conversations. As a result, the founding group has not created any set speech or slogans to reach parents - instead we speak to families, community leaders and organizations with the intent, passion and beliefs that drive our work: the need to improve the current state of public education is urgent, especially for socio-economically disadvantaged students; all students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education, and closing the achievement gap in education is the "good fight" all schools must fight - and win. We do not accept excuses. This is what will alleviate the initial concerns of parents. They want to know that someone cares about the future and success of their child and we do. They want to know that their child's school is safe, structured and offers high quality instruction - Achievement Prep is that school.

Specifics about Achievement Prep's Recruitment Plan

Open House

In November and December of 2007, Achievement Prep will work hard to contact all parents of children entering either fourth or fifth grade in 2008-2009 who live in either Ward 7 or 8. We will send these parents a post card introducing Achievement Prep and inviting them to an Open House to learn more about Achievement Prep. We will hold at least one such Open House (community engagement forum) at each of Ward 1 through 6 of the District, and a minimum of five forums in each of Wards 7 and 8, for a minimum total of 14 community forums. These meetings will consist of an informational presentation, a chance to meet the school leadership and members of the Board of Trustees, and the opportunity for community members to ask questions. Since we will hold information sessions and post marketing materials in each of the 8 wards in the District, we are keenly aware of the fact that we will present Achievement Prep in communities where English is not the dominant language. To address this and ensure equal access to and diversity at Achievement Prep, when posting marketing materials about the school in such communities, we will generate additional marketing materials in the primary language spoken using bilingual advisors, friends of Achievement Prep and community partners to translate materials. When we hold an information session in these same communities, we will have a translator present to simultaneously deliver the materials presented and answer any questions and address any issues in the dominant language. For example, when holding an information session in a community where Spanish is the dominant language, we will ensure that we have a representative present who is fluent in Spanish who will then translate the presented information, and we will ensure that in advance we have any written materials that will be disseminated translated and prepared in Spanish. Our student application is also written in English and Spanish.¹¹⁸ We will also use community partners, including local libraries, boys and girls clubs and other after school programs, local media, local television stations and local radio stations to spread the word about Achievement Prep and also reach those potential students whose families may not approach Achievement Prep on their behalf.

The Founding Group and leadership team have spent the past six months creating a plan to reach our recruitment goals. As part of this process we have concluded that our best potential for student recruitment will be through word of mouth. Therefore, all members of the Founding Group are committed to being in the community talking to families and residents about Achievement Prep.

Further, we have very strong community representation on our Founding Group and advisory committee, which will be critical to our future success. For example, Ms. Sherita Boney, Director of Prevention Services at Covenant House Washington, Dr. Doris Gresham, Mentoring chairperson of 100 Black Men of Greater Washington D.C., and Reverend Donald Isaac, Executive Director of East of the River Clergy Police Community Partnership all have significant ties to the East of the River community and will share the announcement of our Open House schedule and our impending enrollment with their constituents. All members of the Founding Group are committed to leveraging their personal and professional networks to generate the direct family contacts we need. Another strategy will be more grassroots in nature. We are already committed to visiting numerous local venues, including grocery stores, churches, community meetings, and elementary schools to recruit potential students.

¹¹⁸ NOTE – In the event we have a family who is interested in applying to Achievement Prep whose primary language is something other than English or Spanish, we will work with a third consultant to generate an application in such language.

• Targets for Marketing

Strategies for reaching target D.C. community		Specific Targets/Resources
Reach African American community	East of the River, Washington Informer, The Express, The Examiner, Afro-Activist, H&B Rag, Patriot Watch and the City Paper.	
Communicate from school to local business leaders and business leaders discussing the importance of the school.	Plan to contact all of the following media outlets: ABC, CBS, NBC, FOX 5, CW, WB, PBS, TV1, BET, WHUR, WJLA, M&J 102.5, WPGC, Haven 1580	
Pharmacies (Walgreens/Price), hair salons and beauty salons	At locations potential students and parents frequent in each week: daycare centers, community recreation centers, barber and beauty shops, hair salons, day-care restaurants, church cooking classes, libraries, stores and other local businesses.	
Local community events	Cultural festivals, neighborhood block parties and community fairs	
Strategies for reaching targeted communities		Specific Targets/Resources
East of the River		
	Local workers, preschool, local businesses, youth organizations, daycare, after school programs, local libraries	
Through direct community outreach in the community and within our geographical service area	Around the school neighborhood and in public places: Martin (Manassas, Deamond, Browning Road, Congress Heights and Anacostia), police stations (8 th and 7 th districts)	
	Youth serving community-based organizations: 100 Concerned Black Men, East of the River CDC, Facilitating Youth Leadership, Gwennie Ann, Life Pieces to Masterpieces, Psalmschools, Freedom Youth Academy, THE ARC, Community House DC, Boys & Girls Clubs of Greater Washington, DC, Fort Detrick Tae Kwon	
Within the geographic area of the proposed school location	Within the geographical area of the proposed school location:	
Local businesses, schools and community centers	Browning Road, Fort Davis, Kelly Miller, Hillcrest, Kensington Parkside, Barry Farm, Congress Heights, Fort Stanton, Southern Trust and Learning Center, Green Before and After School Program, Midway X Early Care and Education, Phoenix Before and After Care Program, Paradise Early Care and Education, Ridge Recreation center	
Local churches and community centers	Allen Chapel AME Church, Union Temple, Spirit of Faith, Anacostia Baptist Church, Fort Baptist Church of Deamond, Holy Christian Missionary Baptist Church for all People, Tabernacle Baptist Church, Temple of Praise, Emmanuel Baptist Church, Standard of Living Ministries	
Parents and Members of Council for professional schools and community centers	Deamond, Francis Gregory, Capitol View, Washington Highlands, Parkside Turner	
Local business leaders (e.g. Wal-Mart, Target, etc.)	We will recruit each local Advisory Neighborhood Commissioner (ANCO) and invite them to serve as a Community Advisor, and/or to recommend one community resident to serve as a Community Advisor	
Community organizations	Contact local agencies who work in the area and share information about the school	
Direct mail (e.g. flyers, postcards)	Use a mailing service to target guide appropriate students living in our geographic service area	
Word of mouth campaign	Encourage parents who enroll their children to help spread the word about the school	
Local Advertisement Print/TV/Radio	Our website will have all enrollment material posted	

Process for Enrolling Students

Student Applications

All families interested in enrolling their child(ren) in Achievement Prep will be required to complete a student application. Student applications will be available to families beginning in December 2007. Applications will be available at information sessions, at the school (once it is opened), at targeted locations throughout the community as identified by the school leadership, and on the school's website. Completing the application is neither a commitment by families to enroll their students in the school, nor a commitment of admission by the school. The student application serves as a means for Achievement Prep to gather

information from families who are seriously considering Achievement Prep as an educational option for their child(ren).¹⁷⁹ Student applications will be used to generate the names for the lottery and the wait list.

Lottery

If at the close of the enrollment period, fewer applications have been received than seats available, all grade level eligible students who have submitted an application will be enrolled in the school, and a second enrollment period will be opened to fill the remaining seats. If at the close of the enrollment period we have received more applications than allotted capacity, we will hold a public lottery. Enrollment preference will be given to D.C. residents and to siblings (see "sibling preference" below for more details).

We will conduct the lottery in a manner similar to a "bingo" style forum. All names from the student applications received by the deadline will randomly be assigned a numbered bingo-style ball (the "lottery ball") between one and the number of applications received. If the potential student is the sibling of a student currently applying and, after operation year one, if the potential student is a sibling of a student currently attending the school, the lottery ball will be marked with a colored "X" to indicate sibling preference. The lottery will be open to the public and will be held on a night and time announced to the families at the beginning of the enrollment process. The Head of School, Director of Curriculum and Instruction and Board members will be present at the lottery. However, lottery balls will be pulled by a party who is neutral to the school such as a community leader.

The lottery will be conducted by grade. All numbered lottery balls of students applying for enrollment in a particular grade will be placed in one bingo cage. Lottery balls will be pulled blindly without bias. Subject to the provisions of sibling preference set forth below, the order in which the lottery balls/numbers are pulled will determine whether the student has a seat in the school, whether the student will be placed on the waitlist, and the order of the waitlisted students. A letter with the results of the lottery, as it pertains to their child(ren) will be sent to all families who participated in the lottery via U.S. mail within 48 hours after the lottery has occurred. Families of students who receive a seat in the lottery will also be notified via phone within 24 hours after the lottery has occurred.

Being allocated a seat at Achievement Prep either via application submission or lottery does not complete admission to the school. Families with children who have received a seat must return an Intent to Enroll form and all registration forms/materials to the school. In the event the family of a student who receives a seat in the school does not return the Intent to Enroll form within the time specified in this application (approximately two and one-half weeks), or even after returning the Intent to Enroll form, decides not to accept admission to the school, the family will forfeit their right to enroll and another student will be selected from the waitlist in the appropriate order.

¹⁷⁹ A family enrolling more than one child must fill out a separate application for each child.

Sibling Preference

Siblings of students who are already enrolled in Achievement Prep or who receive a seat during the lottery will receive preference for enrollment into Achievement Prep. While all applicants will be included in the lottery and will be pulled blindly, our lottery process will account for a sibling preference.

Timeline

As discussed above, Achievement Prep will be very aggressive about recruiting students. A table detailing the timeline for recruitment is set forth below.

Dates	Activity
August 2007	Develop full student application and admissions packet.
October 2007 and continuing	Advertise school around the District.
November 2007 – December 2007	Determination of dates and locations for Open House sessions. Mass mailing to all 3 rd and 4 th grade parents with invite to Open House.
December 18, 2007 – April 2, 2008	Conduct Open House sessions. Open Enrollment Period – applications distributed and collected.

See Section C.1 a of the application on p. 85 for further details on the process and a timeline for the student enrollment.

Since we plan to locate East of the River where there are many middle school-aged children but not many middle schools, we do not anticipate having a significant impact on the enrollment of the surrounding schools. To ensure that we remain a viable organization, we have created a contingency budget in the event that we are unable to meet our targeted enrollment numbers (see Section F).

c. Future Expansion and Improvements

The table below displays our expected enrollment for the first five years of operation which includes an anticipated 10% attrition of students after the 3rd-grade enrollment. Please see Section A.1.a on p. 8 for further detail on the rationale behind Achievement Prep's enrollment plan.

	Year 1 (2007)	Year 2 (2008)	Year 3 (2009)	Year 4 (2010)	Year 5 (2011)
4 th Grade	60	60	60	60	60
3 rd Grade	60	60	60	60	60
6 th Grade		54	54	54	54
7 th Grade			48	48	48
8 th Grade				44	44
Total LEP/NEP	120	9	3	3	3
Total SPED	141 ¹⁸	20	27	32	32
Total Population	120	174	229	267	287

Our budget currently anticipates our growing enrollment and allocates funding accordingly. Each year we will increase our staff to ensure we have sufficient administrative, teaching, and support positions to serve our students and implement our programming (see Sections C.2.b on p. 89 and C.2.c on p. 93 for details of our staffing plan, and recruitment strategies). Our facilities budget anticipates our occupancy need through full enrollment. We have drafted a budget that anticipates an initial facility capable of accommodating our school population through year two. We have budgeted to move into a larger and more permanent facility beginning in year three. Although we will not be at full enrollment when we move after operational year 2, we will secure a facility that is large enough to accommodate our school through its anticipated full enrollment.

¹⁸ According to the 2006 NCLE Report Cards, the only charter school reflecting a percentage of its student population classified as LEP is Casa Clara Public Charter School located in Ward 7. All other Ward 7 and 8 charter schools indicate that zero percent of their student population is classified as LEP or LEP. For this reason, we do not anticipate serving any LEP or LEP students within our first two operational years. However, we welcome and will be prepared to accept LEP and LEP students in our first year of operation and all years going forward. Given the expansion of the Hispanic community in the District it is possible that some LEP/NEP students could enroll after the first two years of operation.

¹⁹ See Section A.2.2 for information on our anticipated special education enrollment and services.

C. PLAN OF OPERATION

1. Student Policies and Procedures

a. Timetable for Registering and Admitting Students

The Director of Community Outreach will be primarily responsible for overseeing the student recruiting and enrollment process at Achievement Prep. In order to ensure that our process is fair, transparent and being closely monitored, the Director of Community Outreach will serve as the primary contact on student enrollment issues and will be responsible for the care and security of all student enrollment materials and records. The Head of School will work closely support the Director of Community Outreach and ensure that all procedures for registration and admission are closely followed.

For the initial year of operation, in December of 2007, Achievement Prep will release its student application and begin its open enrollment period. Families interested in enrolling a child at Achievement Prep will be required to submit a completed application or reapplication form. The applications will be made available at the school's Open House, at the school and on the school's website. The application will be clear and simple, requesting basic biographical, contact, gender, and other pertinent information (e.g., school currently attending). We will make clear to all families that there are no fees associated with the filing of an application, nor are there any tuition charges for attending Achievement Prep. The application will be available in both English and Spanish, and the school will make staff or volunteers available to any parent or guardian who needs help completing the application, including translators as needed.

All applications for enrollment will be due April 2, 2008. As Achievement Prep receives applications, the information will be entered into a central database and the date of receipt will be tracked. Achievement Prep will notify families by postcard of application receipt. No pre-admission activities will be required, though optional information sessions will be held for parents. If on the close of the enrollment period fewer applications have been received than seats available, all grade level eligible students who have submitted an application will be enrolled in the school, and a second enrollment period will be opened to fill the remaining available seats. In the event on April 2, 2008 that we have received more applications than our allotted capacity, we will hold a public lottery, as described in Section 9.5.h on p. 80 of the application, one week later, on April 9, 2008.

The table below indicates the intended timeline for registering and admitting students for the first year of operation.

Date(s)	Activity
April 2, 2008	Deadline for school to receive student applications.
April 5, 2008 (2 nd Wed of April)	Lottery held to determine admissions. Wait list established for students not selected.
April 10 & 11, 2008 (Thurs and Fri after lottery)	Notification of families via phone and US Mail letter (Intent to Enroll forms included with letter).
May 1, 2008	Intent to enroll deadline. Families who do not return their Intent to Enroll forms by this date will forfeit their child's seat.
Upon receipt of intent to enroll	Registration materials including full student application and health forms mailed to families.
May 2, 2008	If applicable, Wait list announced and students notified of admission for any available seats.
May 2008 – June 2008	School leaders visit the homes of admitted students to welcome students, review school programs and expectations and execute the Achievement Prep Covenant.
July 7, 2008	All student registration materials required, including proof of D.C. residency.
August 28, 2008	School year begins.

b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students

Achievement Prep will abide by all student admission, enrollment, and withdrawal policies outlined in § 38-1802.06 of the *D.C. School Reform Act*.

Student Selection, Admission and Enrollment

Enrollment in Achievement Prep shall be open to all students who are residents of D.C. and have completed either 3rd or 4th grade.⁴² We are honored to have and welcome the chance to educate any grade-eligible child and will recruit students in a manner that provides equal access to the school and does not discriminate against students or limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs or any other grounds that would be unlawful.

In accordance with § 38-1802.06(b) and § 38-1802.06(c), if seats remain available after all D.C. residents have received seats, a non-resident may be offered admission to the school. However, a non-resident admitted to the school must pay tuition in the amount of per pupil funding allocation set by the D.C. City Council. This tuition will be payable in accordance with the requirements set forth by the D.C. City Council.

Following admission, school leaders will visit each student's home during May and June, to review the school program and expectations and to encourage families to sign the Achievement Prep Covenant. All students who are accepted for enrollment or re-enrollment will be required to complete all of the school's registration forms by the date required on the forms to secure provisional enrollment (during the first year of operation, the date is July 7, 2008). Students will forfeit their right to enroll if the forms are not returned by the designated date. In addition, by August 1, parents of provisionally accepted and waitlisted students must submit proof of the child's successful completion of the previous grade. All new students will be required to take the school's baseline standardized tests (as described in Section A.3.a on pp. 95). Parents/guardians and students will be encouraged to attend information sessions and orientations, and agree to fulfill their obligations to Achievement Prep, including adherence to the code of conduct.

Vacancies

At our discretion, should we choose to fill any vacancies in the school, we will do so from the waitlist(s) generated at the lottery. In such an event, we will contact the parent or guardian of the student next on the grade-appropriate waiting list. Reasonable attempts will be made by the Director of Community Outreach or his/her designee, to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list will be maintained by the Director of Community Outreach who will also send a new student application directly to the parents/guardians of each child on the prior year's waiting list.

Student Withdrawal

Voluntary Withdrawal

Achievement Prep is a school of choice. At such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Parents may withdraw students by providing written notice to the school. The Director of Community Outreach will ensure the timely transfer of any necessary school records to the student's new school.

Voluntary Due to Impending Disciplinary Action

⁴² Achievement Prep will require families to provide proof of completion of either 3rd or 4th grade, including, without limitation, school records, transcripts, certified proof of enrollment/completion. Proof of residency will be required by July 7, 2008. Achievement Prep will follow guidelines established by the DC Public Charter School Board or the DC Board of Education to determine which types of documentation are required to establish proof of residency. The rules to the house of qualified students performed by Achievement Prep schools will also serve as an additional means of verification of DC residency.

Should a parent withdraw a child due to an impending disciplinary action, the student will not be readmitted.

Involuntary

Should a student be absent for more than 10 days without a note or any contact from the parents, the child may be involuntarily withdrawn from the school. The school will make every attempt to contact the parent concerning the student's absence prior to the student being withdrawn. This will include contact via mail and contact via telephone at all available numbers. At the discretion of the Head of School and Director of Community Outreach, the child may not be allowed to re-enroll in the school. A student who attends another school is subject to being involuntarily withdrawn from Achievement Prep.

Suspension

The following outlines criteria and procedures for a student's suspension. Achievement Prep will have two levels of suspension:

In-School Suspension

In-school suspension will serve as a form of discipline reserved for serious offenses that are not life threatening and/or do not endanger the safety of others. The specific guidelines for behaviors that constitute grounds for in-school suspension will be included in the Student and Family Handbook. Examples of such behavior are use of profanity within the school building or on school grounds, and cheating.

Out-of-School Suspension

Out-of-school suspension will serve as the second highest level of correction reserved for serious offenses that are not life threatening and/or do not endanger the safety of others, but are of a greater magnitude than actions requiring in-school suspension. Out-of-school suspensions can be short-term (10 days or less) or long-term (more than 10 days). The specific guidelines for behaviors that constitute grounds for an out-of-school suspension will be included in the Student and Family Handbook.

Procedures and Due Process for Disciplinary Action: Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or less), the student is afforded the due process rights required by *Goss v. Lopez*, 419 U.S. 561 (1975). Such students are subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him/her.
- The Dean of Students or his/her designee addresses the conduct and, in consultation with the Head of School, assigns an appropriate consequence.
- The parent/guardian is notified by the Dean of Students or his/her designee; a parent/guardian may be required to meet with the Dean of Students or Head of School regarding instructions prior to the student's return to school.

Expulsion

Under federal law, if a student is in possession of a) a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school-sponsored function, then the student will automatically be recommended for expulsion. Likewise, if a student physically assaults a faculty member, the student will likely be recommended for expulsion. The specific guidelines for behaviors that constitute grounds for an expulsion will be outlined clearly in the Student Family Handbook. The following outlines criteria and procedures for a student's expulsion.

Procedures and Due Process for Disciplinary Action: Long-Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The parent/guardian is notified by the Dean of Students.

- The school sets a hearing date (such date shall be not later than five (5) business days after the incident occurred); the student and/or his parent/guardian are notified in writing of the
 - charges and a statement of the evidence;
 - date, time and place of a hearing; and
 - notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense).
- A hearing will be convened by the Disciplinary Board of the school. The Disciplinary Board shall consist of the Dean of Students, Director of Curriculum and Instruction, the Director of Community Outreach and the Special Education Coordinator (after operational year one, the School Counselor may be asked, at the discretion of the Head of School, to be part of the Disciplinary Board).
- After hearing the case, the Disciplinary Board will issue a written decision to be sent to the parent/guardian, the school's Board of Trustees, and the student's permanent record.
- Any student who is expelled or given a long-term suspension (more than 10 days) has the right to an initial appeal of the decision of the Disciplinary Board in writing to the Head of School within 48 hours of the date of expulsion; in such a case, the Head of School sets a hearing date and the student and/or his/her parent/guardian are notified in writing pursuant to the procedure set forth above.
- An appeal hearing will be convened by the Head of School and the Office Manager or Business Manager will be present as a neutral third party to observe and will not participate in the hearing.
- After hearing the case, the Head of School issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.
- In the event the Head of School upholds the expulsion decision, the student will have a last right to appeal such decision in writing to the Board of Trustees within five (5) days of the date of the Head of School's upholding of the expulsion.
- Any appeal is heard, at the discretion of the Board Chair, by the Board Chair and the Vice Chair, or by a Trustee subcommittee (of one or more Trustees designated by the Board Chair); in such a case, the Board sets a hearing date and the student and/or his/her parent/guardian are notified in writing pursuant to the procedure above.
- After hearing the case, the Board of Trustees issues a written decision to be sent to the student, the parent/guardian, the Head of School, and the student's permanent record. The decision of the Board of Trustees shall be final.

Students who are expelled will not be readmitted to the school.

Alternative Instruction

Achievement Prep will provide alternative instruction to students who have been recommended for expulsion while awaiting a determination by the Head of School or the Board of Trustees. The alternative instruction will begin no later than the day after the determination is made to expel a student. The alternative instruction will occur during the school day at the student's home or the nearest public library. This alternative instruction will continue for the duration of the time the student awaits disposition on his or her expulsion hearing. The school will provide alternative instruction to expelled students to the extent required by law. To the extent required by law, Achievement Prep will also provide alternative instruction for suspended students for the first 10 days of suspension.

Record Keeping

Achievement Prep will maintain written records of all suspensions and expulsions, including the name of the student, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

2. Human Resource Information

a. Key Leadership Roles

Chief Administrative Officer: Head of School – 100%

The Lead Founder, Shantelle Wright, is the proposed chief administrative officer of the school. Ms. Wright attended Hampton University where she received a BA in Sociology. After undergraduate school, Ms. Wright attended The George Washington University School of Law where she received a JD in 1998. Ms. Wright spent the last year in training with Building Excellent Schools, as part of its nationally-based Fellowship program. Ms. Wright was selected as one of thirteen outstanding leaders from across the country to participate in the highly competitive Building Excellent Schools Fellowship. The Building Excellent Schools Fellowship is a rigorous, year-long training program in general charter school management, which in some ways places it in parallel with programs offered at graduate schools of business and education. Ms. Wright received training in school design, human resources, board development, and charter school financial management. A school is both an educational institution and a business. Ms. Wright has shown that she has experience in both areas which will serve the students and families of Achievement Prep well. Ms. Wright's resume can be found in Section G. To ensure Ms. Wright remains a strong chief administrative officer, the Board will ensure that Ms. Wright continues to receive educational professional development throughout the planning year and her tenure as the Head of School of Achievement Prep. The Board has contacted with Dr. Phyllis Hedlund to collaborate with Ms. Wright during the planning year to design the curricula and staff professional development. In addition, Dr. Hedlund will serve as a professional development coach to Ms. Wright during the planning year and first years of operation, providing guidance and professional development as the chief administrative officer of Achievement Prep.¹⁴⁵

Curriculum Leader: Director of Curriculum and Instruction – 100%

We have not yet identified a permanent candidate for the position of Director of Curriculum and Instruction. During the planning year until a Director of Curriculum and Instruction is identified and hired, Phyllis Hedlund, Ed.D., seasoned educator and curriculum development specialist, will work with the Head of School (and once identified, the curriculum design team and Director of Curriculum and Instruction) to develop the curriculum. Dr. Hedlund has been selected due to her extensive experience in selecting, developing/ designing and implementing curricula. She is a seasoned school administrator and new charter school founder. her in-depth experience in education has provided her with a wealth of institutional knowledge and background. Dr. Hedlund's resume can be found in Section G.

We have identified two very strong candidates who are in the final stages of our interview process for the Director of Curriculum and Instruction position. Either candidate, if selected, is available to and will start during the planning year. We anticipate making a final decision by January 15, 2008.¹⁴⁶

Business Officer: Business Manager – 100%

During the planning year Achievement Prep will contract with GoldStar Group for all services that would be provided by a Business Manager. GoldStar Group currently provides a range of financial management and grant management services to several charter schools in D.C.. The Founding group has been working with Josh Marks of GoldStar since January 2007 to refine our budget and create a financial framework for Achievement Prep. We plan to hire a Business Manager prior to the start of the first school year.

Legal Counsel

Achievement Prep has identified three areas in which there is a crucial need for legal expertise: special education, real estate/facilities, and human resources. We have currently identified Dalton, Dalton & Houston, P.C. as the firm to provide legal counsel on special education. We have also established a partnership with the law firm of Pillsbury Winthrop Shaw Pittman, LLP, as the firm to provide legal counsel

¹⁴⁵ INSERT LANGUAGE RE BUDGET TO SUPPORT AND INTERNAL WITH ADVISORY COUNCIL, AND TEACHERS.

¹⁴⁶ Please see Section G for the names of the two Director of Curriculum and Instruction candidates: Heather Maguire and Tawanna Jones.

on corporate formation, real estate and human resources issues. Through our partnership with FOCUS, Achievement Prep will also have access to pro bono legal services through the law firm of Reed Smith LLP.

b. Qualifications of School Staff

*"If we get the right people on the bus, the right people in the right seats, and the wrong people off the bus, then we'll figure out how to take it anywhere great." – Jim Collins, *Good to Great*¹²*

Jim Collins makes it clear in *Good to Great* that what is more important than the "what" is the "who." The success of any organization's mission is directly related to the quality of the people it recruits. At Achievement Prep, we will work hard to get the right people on the Achievement Prep bus. Realizing that we are a new school, we need people who are extraordinary in what they do and want to be part of something great. We recognize that the quality of our teachers will be the prime variable dictating our success. Achievement Prep will look for intelligent, passionate teachers who are strong classroom managers, successful educators with our target population, and firm believers that all students can – and must – succeed at a high level.

Compliance with NCLB

NCLB stipulates that all teachers must be "highly qualified" at the time of hire, therefore all Achievement Prep teachers will meet or exceed the criteria needed for this classification. The Department of Education has identified the criteria that a teacher providing instruction in a secondary school (middle school or high school) must possess in order to be classified as highly-qualified and all Achievement Prep teachers will meet the required criteria.

In addition, Achievement Prep will require all teachers to meet the following standards:

- A bachelor's degree with a major in the subject area or related subject area to be taught, or a bachelor's degree with a minimum of 30 semester hours of instruction in the subject area to be taught or a closely related subject area.
- Experience teaching in an urban setting or working with a program targeted at assisting urban youth.
- Demonstration of content knowledge through a sample lesson facilitated by the school.
- Demonstration of implementation of pedagogy through the submission of a lesson plan to accompany the demonstration lesson.

In addition to the required standards, Achievement Prep will also assess teacher candidates using the following additional standards:

1. An unwavering commitment to fulfill Achievement Prep's mission.
2. Demonstrated commitment to academic excellence and high standards.
3. Willingness to have frequent and honest dialogues about which students are learning, which are not, and what can be done about it; and the ability to take action consistent with the insights that process yields.
4. Strong fit with and dedication to Achievement Prep's culture and DREAM values.
5. A high level of professionalism and integrity.
6. The ability to work as a member of a team.
7. Advanced degrees and certification, including teacher certification by the National Teacher Certification Board.
8. Evidence of classroom management skills through completed course work or teaching experience.
9. Evidence of meeting the needs of students with special needs and/or ELL students through course work or teaching experience.
10. Strong recommendations from prior employers.

¹² *Good to Great*, Jim Collins (2001), pp. 41-43.

Achievement Prep's Hiring Process

The hiring procedures implemented by Achievement Prep will allow the school to assess whether applicants meet the required teacher standards. The Head of School and Director of Curriculum and Instruction will share the responsibility of reviewing applications, interviewing, and considering offers to potential candidates. All final decisions for hiring will be made by the Head of School. We will use the following five-step process for selecting and hiring the most qualified candidate:

Step One. Candidate submits an application, resume, and cover letter.

Step Two. Head of School and Director of Curriculum and Instruction will rate candidates according to an internally developed rubric and separate candidates into three categories: (1) strong, (2) good, and (3) weak. Strong candidates receive an in-person interview. Good candidates are scheduled for a 15-minute phone interview. Weak candidates are sent a postcard acknowledgment.

Step Three. If a candidate does well in either the phone or in-person interview, we will then ask teacher candidates to perform a sample lesson plan and, if feasible and applicable, set up a time to view teacher candidates in their classrooms. For administrative positions, we may ask for additional documentation pertinent to their application. If the candidate has potential but would not be an appropriate hire at the time, their information will be put into an internal database of individuals who, after more experience teaching or with additional training, may be a possible hire in the future.

Step Four. If the lesson demonstration, lesson plan or supplemental material demonstrates that the candidate is strong, we will then request references, transcripts, and writing samples. If we are still unsure about the candidate's potential for success at Achievement Prep, we may ask for additional material such as another lesson plan or a follow-up interview or we may decide not to move forward just yet and place their information into the database.

Step Five. If the candidate has completed the hiring process successfully, references are strong, and positions are available, an offer of employment will be made. This offer will be contingent upon a background check and/or drug test.

Standards for Administration and Support Staff

While NCLB does not have standards for administration or support staff, in order to ensure we fulfill our mission and provide an excellent, quality education program to our students and families, Achievement Prep will ensure that all employees of the school are "highly qualified" per Achievement Prep's internal standards. Administrative and support staff candidates will undergo the same five-step process for selection, however, instead of teaching a sample classroom lesson, potential candidates will be given a series of case scenarios relevant to the position for which they are applying. These scenarios will be developed with the input from current and past charter school leaders in order to accurately reflect plausible scenarios of events that have occurred within a charter school.

General standards for all administration and support staff have been included below.

- Bachelor's degree (advanced degree preferred)
- Teaching experience or experience with a non-profit organization that supports education or that assists with urban youth
- Ability to manage multiple tasks as demonstrated through scenarios given at interview
- Ability to effectively handle challenging conversations with parents, faculty, and students under pressure situations
- Prior management experience (administrators only)
- Demonstrated expertise in management and coordination (administrators only)

¹⁴ Background checks will consist of reviewing local (including sex records where the potential hire has lived in the past five years), state, and national criminal histories; a criminal check; review of college transcripts; and national sex offender registry.

In addition to the required standards, Achievement Prep will also assess administrators and support staff candidates using the following standards:

- An unwavering commitment to fulfill Achievement Prep's mission to prepare students to excel as high-achieving scholars and leaders in high school, college and beyond
- Demonstrated commitment to academic excellence and high standards – for themselves, their faculty, and their students
- Strong fit with and dedication to Achievement Prep's culture and DREAM values
- A high level of professionalism and integrity
- The ability to work as a member of a team, including, but not limited to, an ability to communicate effectively with others and openness to constructive feedback and input from colleagues
- Strong recommendations from prior employers (and in some cases, faculty and students)

Recruitment

We believe our greatest asset in attracting great candidates is the fact that we are a new school. Many high potential driven people want to be part of something from the ground up where they believe they can impact immediate change. We will capitalize on the fact that many components of our school programming are things many high-performing successful teachers and administrators are doing in isolation in larger, less successful schools. We will emphasize that they will no longer work in isolation, but with a team of individuals with the same work ethic, the same expectations and a mutual sense of team. We believe this will be attractive to many candidates.

In order to attract the finest candidates, Achievement Prep will extend a broad net to attract applicants. In particular, in order to hire a faculty that mirrors the diversity of the student body, we will make concerted efforts to create a large number of applicants who are teachers of color. Achievement Prep will use the following sources to help locate great talent.

- **Nemmet.** Achievement Prep will seek membership in the National Employment Minority Network (Nemmet). Once a member, Achievement Prep leaders will go to several Nemmet career fairs, list our openings with them, and actively search their resume books and web site for attractive candidates.
- **National Association of Black Educators.** Achievement Prep will advertise on www.nabed.org and work with the organization to recruit top black educators.
- **Carney Sandoe.** Achievement Prep will seek membership with Carney Sandoe & Associates, an organization that primarily places teachers and administrators in independent schools. We will go to several Carney career fairs, list our openings with them, and actively search their resume books and web site for attractive candidates.
- **Notices to colleges and universities.** Achievement Prep will inform the career service offices at certain colleges and use a national database for career service offices to list openings at Achievement Prep.
- **New Leaders for New Schools, Teach for America, Peace Corps, and SummerBridge Alumni.** Achievement Prep will actively use the recruiting tools of these organizations to find top candidates.
- **Word of mouth.** This is perhaps our best source.
- **Advertising in local and community newspapers.** Achievement Prep will place classified as in the *Washington Post*, *Washington Times* as well as other local and community newspapers.
- **Web site advertisements.** Achievement Prep will advertise openings on many web sites, including, but not limited to DCPCEB, FOCUS, Idealist.Org, Center for Ed Reform, Monster.com, JobTask, Project Connect, Education America, Craig's List.
- **Upon charter approval, our web site.** Achievement Prep will post job openings on the Achievement Prep site, www.APrepAcademy.org.

- **"Early Bird" Recruiting.** If chartered, the Head of School intends to visit some of the most successful graduate programs for veteran teachers in the fall and winter of 2007 with the intention of hiring as many faculty members as possible before the traditional hiring season begins in March.

Background Checks

Achievement Prep will perform national background checks on all school personnel, including volunteers, who work or volunteer within the school. Background checks will be performed prior to hire of any employee and prior to the start of service for any volunteer. For all personnel and volunteers, we will also perform a social security and criminal background check that covers states that they have lived in within the last five years. In addition, hired staff will be required to submit three references – two business references and one personal reference – that will be contacted prior to hire. We will consult with other charter school leaders for recommendations of agencies to use to conduct the background checks.

c. Staffing Plan

The pupil-to-teacher ratios for each year of operation are as follows:

2005-2009	2009-2010	2010-2011	2011-2012	2012-2013
11:1	11:1	10:1	10:1	10:1

Achievement Prep will continue to grow to full grade capacity through our fourth year of operation. As the student body of Achievement Prep grows, the staff and administration must also continue to grow to meet the needs of the students and to provide a program that consistently performs at high levels. Positions will be added slowly to progressively accommodate the growing academic and administrative needs of an increasing student population. A list of the administrative positions that will be added after year one,²⁷ and the year in which they will be added are listed below.

Operation Year 2

The Director of Development will coordinate with the Head of School to identify and secure funds for the school. The Director of Development will be responsible for applying for grants on behalf of the school, and secure maintenance of individual donor awards, in-kind contributions, and federal corporate and private grant awards. The Director of Development will cultivate donor relationships, and will work with the Board of Trustees to develop strategies to increase individual giving to meet the needs of the school.

The School Counselor will aid the Special Education Coordinator in addressing the social, emotional and counseling needs of students. There are challenges that students face that affect their performance in the classroom and the ability to meet school expectations set within the framework of the DREAM values. The School Counselor will help students address these non-academic challenges, coordinating efforts with faculty and parents. The School Counselor will work with the Special Education Coordinator to meet the counseling needs required for students with IEPs.

Operation Year 3

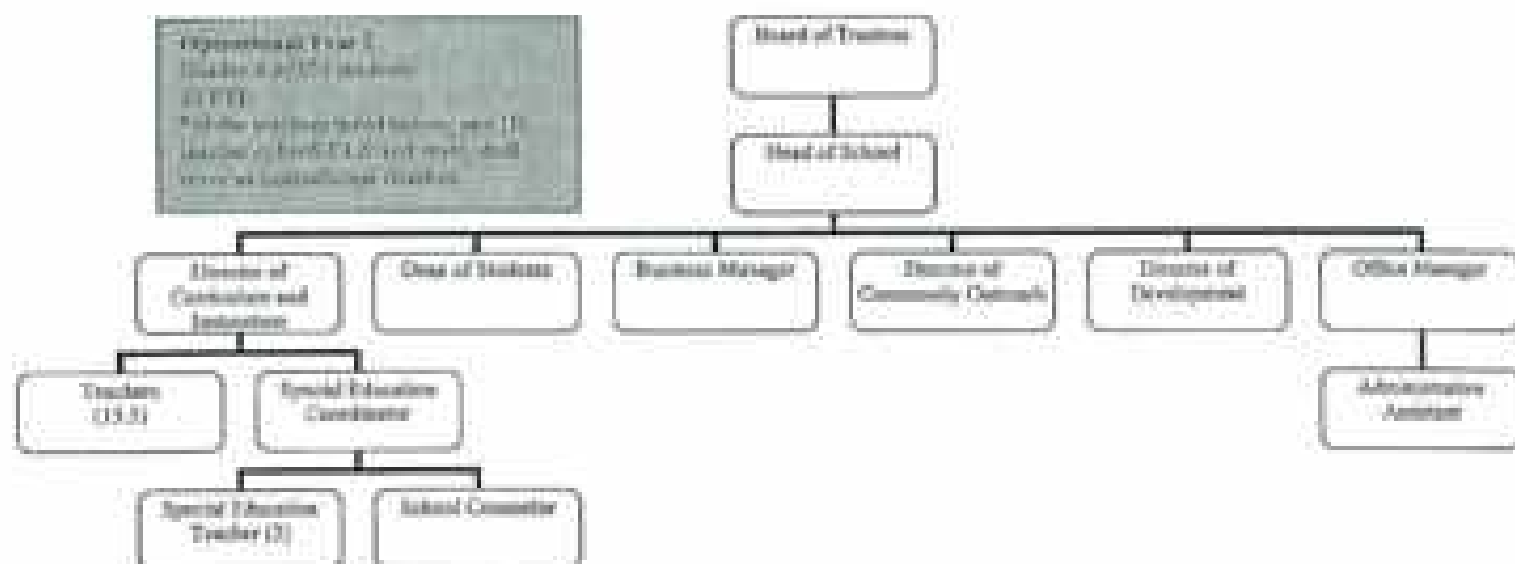
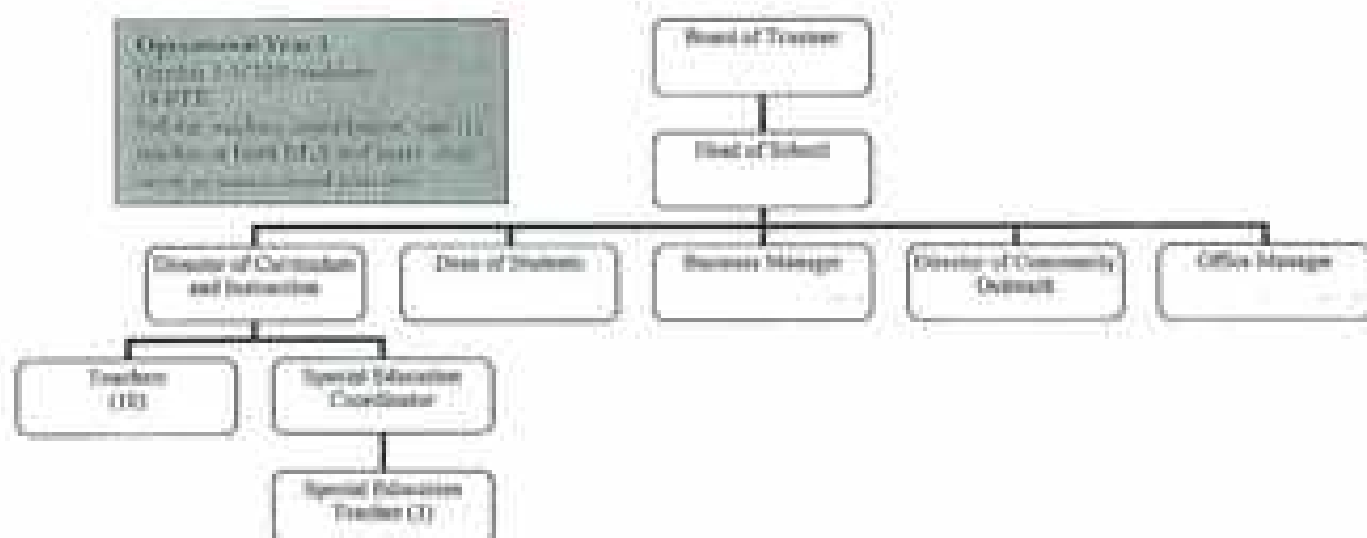
The High School Placement Coordinator will help the school to develop relationships with public, private, and boarding schools that our students could potentially attend. The High School Placement Coordinator will work with parents to develop a clear plan for each student's high school application process. He/she will work with students in cohort groups and one-on-one throughout the process including help with essays, coordination of test-taking classes for SSAT, and coordination of visits to schools. The High School Placement Coordinator will also coordinate placement of students in summer enrichment programs.

²⁷ See Section 8.2.2 on p. 73 for description of administration for year one.

The Academic Support Coordinator is responsible for coordination of all support programs offered to students outside of those provided to Special Education students. These include after school tutoring, Saturday Academy, and Semester Session for students. He/she is responsible for keeping data on the progress of students receiving support services and coordinating staff to provide support services.

A strong culture of collegiality will exist upon the faculty at Achievement Prep. We will create professional environments that focus on student achievement. We will operate as a single unit with one focus - fulfilling our mission in our students' lives.

Below are the organizational charts for Achievement Prep through the term of the first charter. The organizational charts below represent the expected staffing to accommodate the Achievement Prep's needs in operation years 1-5. The lines of authority represented in the organizational chart below are accurate. However, the lines do not necessarily accurately reflect hierarchy or salary.



d. Employment Policies

We will develop all employment policies and human resources processes, including benefit packages, salaries, contracts and evaluation, beginning in August 2007, and in accordance with the timetable set forth on p. 103 under the "Personnel Section" of the Achievement Prep Academy Charter Implementation Plan. All of our policies, procedures and processes will be clearly outlined in the Personnel Handbook that will be distributed to all employees during Summer Institute.

Compensation and Faculty Employment Letter

We will determine the compensation and benefits package for each employee based on experience and qualifications. In order to compensate for our extended day and school year, we intend to pay teachers and non-instructional staff at a competitive level that is above the DCPS pay scale. In addition, we may increase salaries of teachers and non-instructional staff to account for the additional time spent with students in the extended day and extended year model, as well as for time spent teaching in Saturday Academy. All employees will be at-will employees. We will not enter into employment contracts. All employees will sign an employment letter for one year. The letter will include the title/position, duties, salary, and any benefits. All letters of employment will be renewed annually in accordance with our developed policy and procedure. All employees will receive formal bi-annual evaluations – one mid-year and one at the end of the school year.

Health

We believe that it is important to ensure that all employees have access to a health benefits plan that will protect their well-being. Achievement Prep's benefits package will include health care, dental, vision, short and long term disability insurance and a retirement plan. The Business Manager and the Head of School will work diligently to find competitive group rates for benefit packages.

Teachers and staff hired by Achievement Prep within 60 days after the date of their employment with DC Public Schools will retain their level of pension benefits. These employees may elect to transfer their pension payments to the plan selected by Achievement Prep for all other employees, or they may elect to continue making payment to their current fund. With either option that the employee selects, Achievement Prep will make the same contribution that DC Public Schools would have been required to make if the person had remained an employee of the DC Public School System. Achievement Prep will not require these teachers to enroll in its pension plan as a condition of employment.

No Discrimination

Achievement Prep will not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, sexual preference or disability in the recruitment, selection, training, utilization, or termination of employees or any other employment-related activities.

Drug-free Workplace and Assault

Achievement Prep will maintain a safe and drug-free work environment. Distribution of illegal drugs on school grounds, or arrest for drug use or distribution by staff will be cause for immediate dismissal. Assault or attempted assault of any staff, students, parents, or volunteers will also count as immediate grounds for dismissal. There and all other guidelines pertaining to termination of employment will be outlined in the Personnel Handbook.

e. Use of Volunteers

Achievement Prep will seek to create partnerships with the greater community, including local colleges, universities, and philanthropic organizations. To this end, the Director of Community Outreach will actively seek volunteers to help support various academic and non-academic programs. Volunteers working with children or working in the building during hours when children are present will be required to complete an application, submit to a background check, and participate in volunteer training. Every volunteer who works directly with our students will do so under the guidance and supervision of a member of the Achievement Prep staff until it is determined that the volunteer is capable of working with our

students independently. Opportunities to work directly with students include academic tutors, Saturday Academy and enrichment activity teaching assistants, and Homework Club helpers. Volunteers will also be engaged in projects that indirectly impact our students' academic success. For instance, they may assist in beautifying the classrooms or hallways, assist the Director of Community Outreach in implementing a book drive, or organize materials prior to the beginning of a unit. We recognize the vital role that the community can play as we seek ways to best serve our students. Therefore, we will ensure that our school has a strong volunteer base. However, we will always remain focused on our school culture and will ensure that we balance the desire to involve community volunteers in the school against the greater goal of creating and maintaining a school culture and expectations that are conducive to learning and maximum student achievement. The latter will always take priority.

All of our volunteers will receive intensive training prior to being allowed to interact with our students. All training of volunteers will be overseen by the Director of Community Outreach in tandem with applicable staff. In addition to District requirements for screening and training volunteers, our training process will enable our volunteers to understand our mission, articulate and carry out the school's systems and procedures, and maintain the consistency of our school culture.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety Achievement Prep will comply with all health and safety laws of *§ 38-1802.02(f)* and *§ 38-1802.04(g)* of the D.C. School Reform Act.

b. Safety Achievement Prep will comply with the facility requirements of the Americans with Disabilities Act and all school fire code requirements including Section 404 (Fire Evacuation and Safety Plans), Section 405 (Emergency Evacuation Drills), Section 406 (Employee Training and Response Procedures), Section 407 (Hazard Communication), and Section 408 (Use and Occupancy Related Requirements).

c. Transportation Achievement Prep will ensure that all students and their families are informed of the reduced fare student Metrocard ticket program and the reduced fare student bus token program for transportation.

d. Enrollment Data Achievement Prep will comply with the D.C. School Reform Act and regulations governing student enrollment policies and procedures, and verification of residency. As required by the D.C., we will use DC B-SIS STARS to assign DCPS student identification numbers and to maintain enrollment data.

e. Maintenance and Dissemination of Student Records Achievement Prep will maintain comprehensive electronic database of all student data including personal and health data, attendance, grades, and performance assessment data. This electronic record system will be maintained by the Office Manager with reports routinely reviewed by the Head of School. This electronic system enables Achievement Prep to maintain and disseminate information as required by the District of Columbia School Reform Act, Parts B and D, and other applicable Laws, including D.C. Code sec. 31-401 et seq. (Compulsory School Attendance); D.C. Code sec. 31-501 et seq. (Immunization of School Students); D.C. Code sec. 31-601 et seq. (Tuition of Nonresidents); D.C. Code sec. 29-501 et seq. (Non-profit Corporations).

f. Compulsory Attendance Laws Achievement Prep will utilize DCPS's required On-line Attendance Management Software (OLAMS) to maintain accurate attendance records and to comply with the D.C. Compulsory Attendance Act (DC Code 31-401).

g. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) and Section 304 of the Rehabilitation Act of 1973 (29 U.S.C. 794). Achievement Prep will consult with individuals with expertise in the areas of Special Education to assist in ensuring that the school is in complete compliance with all requirements of IDEA and the Rehabilitation Act of 1973.

h. Title I of the Improving America's Schools Act Achievement Prep will comply with the requirements of Title I and NCLB including the requirements for demonstrating AYP for the entire school.

as well as for ethnic, socioeconomic, English Language Learner, and special education subgroups of students. Achievement Prep will comply with parent notification requirements regarding AYP and highly qualified teachers.

4. **Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia.** Achievement Prep will comply with the Civil Rights laws that apply to public schools including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. Achievement Prep will not discriminate on the basis of race, gender, national origin, or disability.

4. Implementation of the Charter

Action plan, objectives, activities		Implementation results												Evaluation, Approval	
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Adoptive Power															
Business registration															
Prepare the annex with good information															
Prepare the Public Hearing															
Produce terms of reference															
Charter															
Research reporting requirement															
Complete all final reporting requirements															
STUDIES / MONITORING / COMMUNITY															
Informational type															
Design informational flyer/booklet															
Post them and booklets in congregation & various															
Work with community organizations to produce															
experiments & interest															
Initiate broader networking and producing workshops															
on interventions															
Education type															
Design student worksheet forms															
Make worksheet forms available															
Informative type															
Initiate locations for information meeting															
Create sign up sheet for information meeting															
Host information sessions															
Pedagogic Campaign															
Write & Post press release															
Connect press board and family members															
Advocacy and Lobbying															
Collect worksheet forms															
Final day for worksheet forms collection															
Secure security measures & insurance															
Final day for forms															
Advocate letterbox door in congregation/region															
Produce letterbox proposal															

Appendix A: Programing, A-1 (cont.)												
Timeline: 2019-2020												
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Develop Board Calendar: 300 day and time to committee held meetings. Place agenda.												
Board Structure												
Position bylaws.												
Create job descriptions for Trustees, etc. officers												
Board Meetings												
Develop agenda format												
Develop consensus format for board meeting packet (start go out 2 wks. prior to board mgt).												
Develop agenda that board members are to review monthly. Develop early minutes at end of each meeting.												
Use formal meeting minutes and make sure available to public.												
Develop comprehensive policies, procedures, and handbook needed before school opening. (Look at the policy booklets produced by the National Center for the Middle Grades)												
Head of School												
Admin position description for the Head of School												
Determine performance indicators, assessment and salary for Head of School												
Use Head of School												
Board Development												
Create a Board development plan to include education of new members												
Trust Board Review												
INSTRUCTIONAL REQUIREMENTS												
Instruction												
Develop teaching materials, add into bylaws												
Develop/adopted within the district												
Develop annual goals for operations from 1-5												
Formal funding from local, state, and national foundations												
Identify high-potential grant opportunities												
Develop and submit proposals												
Formal funding from individual donors												
Identify prospects for individual giving												
Plan & host series of events for raising donations												
Customer and sales growth (donors, programs)												

Performance Performance Analysis											
Initial Performance Measurement											
Final Performance Measurement											
Overall Performance Analysis											

Data Management											
Create data system											
Develop decision for subject reporting											
Develop subject attributes reporting system											
Performance											
Performance system and materials for program											
Faculty Overview											
Voice and mail transfer from to Personal Orientation											
Call all facilities: Point Location											
Program pre-opening Personal Orientation program											
and materials											
CONCLUSION AND RECOMMENDATIONS											
Conclusions/Recommendations											
Identify performance results for assessment											
How often and scope of "How good?"											
Identify/define school results											
Annual report and local education conditions											
Learn and practice conditions plan and studies											
Create conditions aligned with state standards and											
national standards											
Create report and materials for each grade											
National standards and textbooks											
National standardized testing materials											
Advantages											
Define assessment strategy and quality											
Create baseline measurement for each data											
analysis											
Conduct baseline testing of all students											
Score data from baseline test											
CONCLUSION AND RECOMMENDATIONS											
Design and implement the test and study											
Standard/conditions for grade five and the											
Design and implement for grade five and the											
Performance baseline conditions - all students											
Data analysis for baseline											
Create baseline measurement for all students											

[illegible]

THE OCEAN

[illegible]

Develop special study program

[illegible]

100

References

[illegible][illegible][illegible]

Module Learning Objectives: Accredited Quality Improvement Plan (AQIP)

Identify economy partnership opportunities
 Meet with national partner organisations
 Develop process for strategic alliance (new)

PART ONE: NEED IDENTIFICATION Needs/Student Handbook?

Data handbook?
 Graduate level occurs in primary/secondary
 (GDB/NSI/NSI/NSI)

Practices identified with student type
 Set up system
 Set up strategic training system with final QIP/NSI
 Student/Practitioner

Develop strong system to ensure student academic
 development to health records
 Review base information and flow within school
 Define policies to procedures for students
 School provides for financial needs (NSI, costs)
 Set up above system and reviewing system

PART TWO: NEEDS

Purchase classroom equipment and furniture
 Purchase other supplies, equipment and furniture
 Purchase furniture items
 Purchase classroom supplies
 Purchase classroom materials
 Purchase library equipment
 Purchase IT equipment
 Purchase medical supplies to business for needs
 Purchase P.A. system

Identify objectives, practices, & techniques
 Identify national resources
 Identify special services within practices

PART THREE: NEEDS

Grow such plan
 Computers for students
 Call plans for school
 Local plans for students
 (NSI/NSI/NSI)

Will a Good Theory Survive a Good Critique?

[illegible]

1000

Contact: hr@hugoboss.com

Age Group	Option A	Option B	Option C	Option D	Option E
18-24	85%	75%	65%	55%	45%
25-34	80%	70%	60%	50%	40%
35-44	75%	65%	55%	45%	35%
45-54	70%	60%	50%	40%	30%
55-64	65%	55%	45%	35%	25%
65+	60%	50%	40%	30%	20%

1

k. Major Contracts Planned

General Procedures for Award of Major Contracts

In accordance with § 1102.04.1 of the D.C. School Reform Act Achievement Prep will place a request for proposals (RFP) in the District of Columbia Register and newspapers of general circulation for all contracts which are equal to or greater than \$25,000. The RFP will remain in circulation not less than seven days before a contract is awarded by the school. This shall include contracts for equipment, services, facility development, and insurance. This shall not include any contracts for the lease or purchase of property, employment contracts, management contracts, or any contract entered into by reason of an emergency (as determined by the DC Public Charter School Board). Not more than three days after the contract has been executed Achievement Prep will report to the DC Public Charter School Board all bids received, the name of the contractor receiving the bid, and the reasons why the contract was awarded. All contracts will be thoroughly reviewed by the school's legal counsel before the contract has been executed. The effective date of the contract shall be 10 days after Achievement Prep submits the information regarding all bids received and the awarder to the DC Public Charter School Board, or the date specified within the contract – whichever is later.

Specific Major Contracts Planned for Smooth Opening Not Requiring RFPs

Facilities Lease and/or Purchase

If granted the charter, Achievement Prep will seek to enter into a contract to assist with the identification and acquisition of a property that will be used as temporary and/or permanent housing for Achievement Prep.

Employment Contract

If granted the charter, the contract for the Head of School will be written by the Board of Trustees, under the leadership of the Board Chair. The Board will draft a consultant agreement for the Head of School during the planning year.¹²² This consultant agreement will be reviewed by legal counsel and will be voted on for approval at the first meeting of the Board of Trustees post-charter authorization. After the planning year, the Board will draft a letter of employment hiring the Head of School as an employee of the school. This letter of employment will be reviewed by legal counsel and voted on by the full Board for approval. This contract will not take effect until July 1, 2007.

All other employee letters of employment for the school will be drafted by the Head of School. In the development of letters of employment, the Head of School will use samples from other schools.

Management Contract

Achievement Prep will not enter into any management contracts with Educational Management Companies for the purpose of delivering services to students, financial administration, or programmatic operations.

Specific Major Contracts Planned for Smooth Opening Requiring RFPs

Contracts for the following major contracts will be secured by Achievement Prep prior to opening:

- Facilities Development (including acquisition of necessary permits)
- Textbook Purchase
- Development and Implementation of Technology Infrastructure
- Financial Administration and Accounting
- Leasing of Computers and Purchase of Software
- HR Services (Infrastructure Development and Compliance)
- Food Service
- Special Education

¹²² The salary of the Head of School during the planning year is supported partially by the Title I, Part B grant. This grant stipulates that its use cannot be to provide salary for any "employees." For this reason, the Head of School shall serve as a consultant (not author) then as an employee of the school during the planning year.

- Insurance

For all of the contracts listed above, the general procedures listed at the beginning of this section will be used. In addition to solicitation of RFPs through the District of Columbia Register and locally circulated newspapers, Achievement Prep may also solicit RFPs from additional highly recommended organizations and/or individuals.

Additional Contracts (f 11-1802.02 of the D.C. School Reform Act)

While there are several other non-major (less than \$25,000) contracts which we expect will be required for the smooth opening of the school, none of these contracts are anticipated to exceed \$10,000. These contracts include, but are not limited to:

- Leasing of copier machines
- Leasing and/purchase of Telecommunications Equipment
- Preliminary school audit by third party prior to audit by auditors

These contracts will also be reviewed by legal counsel before contract is entered into and a vote for approval by the Board of Trustees may be required in some instances.

See the Achievement Preparatory Academy Charter Implementation Plan on pp. 104 – 105 for a detailed timeline for procuring all needed services for the school, including identification and renovation of a facility, food service, lease, textbooks, etc.

c. Orientation of Parents, Teachers, and Other Community Members

Faculty Orientation

Summer Institute (discussed in Section A.4.0) will be the primary way faculty is oriented to Achievement Prep. The purpose of Summer Institute will be to ensure all members of the faculty understand the school mission, vision and school design and have the real skills necessary to for the school's success. The goal is to develop a common language among all faculty and to ensure there is a common understanding about what it means to be a member of the Achievement Prep community – from a faculty perspective and a student perspective. Summer Institute focuses on four main areas: school culture, curriculum and assessments, student supports and operations. Each area will be covered in depth by the Head of School and the Director of Curriculum and Instruction. Below are the Summer Institute topics and a sample Summer Institute schedule.

Culture Building		Teaching & Learning		Administration	
Mission & vision	HQS	High academic expectations	HQS	Position descriptions	HQS
Goals & objectives in the accountability plan	HQS	Using assessment data to improve/inform instruction	HQS DCI	Faculty accountability, conduct, attire	HQS
Team work & collaboration	HQS	Curriculum development	HQS	Human resources	RM
		Backward planning framework	DCI Eac		
Expectation of all students college & good citizenship	HQS DCI	Assessments (camps, etc-work, tests, quizzes, HPS)	HQS DCI	Civil rights, harassment, & discrimination	Eac
Non-negotiable rules	HQS	Literacy and writing throughout the curriculum & across grades	DCI	Performance evaluation	HQS
Modeling successful school culture	ALL	Evaluating student work	DCI	Administrative systems	OM RM
Building faculty culture	DCI	Teaching ELL students	DCI Eac	Grading system	DCI
Building relationships with students and families	DCI	Teaching students with IEPs	DCI Eac	Microsoft Excel 101 & Microsoft Outlook 101	OM
Expectations for behavior	HQS	CAT/Standard algorithm templates	HQS DCI Eac	Teaching IEP computer system	HQS
Schoolwide common language	HQS	Lesson & unit planning framework	DCI	Technology training and system implementation	Eac
Role play schoolwide rules, rituals, & language	ALL	Common protocols & RBC	DCI	Lesson plan submission & approval process	DCI
Rituals, routines, and rules	DCI DCI	Relistic creation & use	DCI	DREAM Dollars	DCI OM

Sample PD Institute Schedule		Sample PD Session #1	
7:30-8:00	Continental Breakfast	8:00-8:04	Q ² Silent Activity
8:00-10:00	PD Session 1	8:04-8:07	Chart, Slogan, Quote, etc.
10:00-10:15	Break	8:07-8:10	Aim Review
10:15-12:00	PD Session 2	8:10-8:20	Direct Instruction Mini-Lesson
12:00-1:00	Working Lunch	8:20-8:35	Group Discussion, Activity or Role Play
1:00-2:45	PD Session 3	8:35-8:50	Review of Student Work or Lesson Plan
2:45-3:00	Break	8:50-9:45	Sharing Individual Work
3:00-4:45	PD Session 4	9:45-9:55	Closing Activity, Ticket to Leave
4:45-5:00	Evaluation & Feedback	9:55-10:00	Review of Aim

Parent and Community Orientation

The primary orientation of parents to Achievement Prep will be the Parent Orientations and the Home Visits conducted by the Head of School and other senior administrators held before the start of school (see Section A.4.a for more details on the parent orientation and home visits). The Director of Community Outreach will work with the families of our students to assist in forming the Parent Association. Once elected, the officers of the Parent Association will receive training from the Head of School and the Director of Community Outreach regarding Achievement Prep policies and procedures. The Parent Association will serve as the representative of parents and share parent issues and suggestions with school administration. The parent Trustee will also represent the interests of the parents to the larger Board of Trustees. In addition, the Parent Association will work with new families and share what it means to be an Achievement Prep parent. The Director of Community Outreach will be responsible for working with the community to introduce Achievement Prep and welcome members of the community to our school. The Director of Community Outreach will be the primary point of contact for receiving and seeking community concerns and suggestions. The Director of Community Outreach will be present in the community community checking the pulse of resident satisfaction.

d. Services Sought from D.C. Public Schools

In the event that Achievement Prep enrolls students with special needs who require transportation, we will seek bus services from D.C. Public Schools. Otherwise, we will not seek any other services from D.C. Public Schools.

D. PUBLIC CHAPTER SCHOOL ACCOUNTABILITY PLAN

Accountability Plan will monitor its progress and successful implementation of the mission through its ability to meet the academic, organizational, and non-academic goals listed in the Accountability Plan. Each goal is measurable and includes specific targets, performance indicators (including baseline performance measurement), and assessment tools against which each performance goal will be measured.

Achievement Preparation Academy 3 YR Accountability Plan						
Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Achievement
1. Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.
2. Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.	Students will demonstrate proficiency in reading and writing as measured by the English language.

Achievement Preparatory Academy 3 YR Accountability Plan

Academic Performance Grade	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Three-Year Target	Strategy for Achievement
	Percentage of students who demonstrate or exceed grade level performance in reading	Reading sample score summary in school	Reading sample score summary in school	100% of students will exceed a reading portfolio that is aligned with a standards and competencies performance index by an annual goal of 80% of students scoring a 70% or above	80% of students will have completed upper 50 years' reading. Assessment (per standard) and scored at least 70% or more	Development in the area of reading, mathematics, writing and others
		Students' reading assessment		All students meeting proficiency in the next grade will complete the district's Reading Assessment with 80% of the students scoring a 70% or above		Early writing period with specific instruction in grammar and basic writing techniques for multiple genres
3. Students master content in math and demonstrate increased academic achievement in mathematics annually in second year.	Students will score on benchmark writing, reading and other program level data including grade level data	Comprehensive end-of-year exam	Results from Comprehensive end-of-year exam given at the end of the year	80% of students scoring proficient in the next grade will score at least 70% on the school's internal Comprehensive end-of-year exam	80% increase in designated targets on DC-CAL	Students will complete the standards that emphasize problem solving and development of math skills
	Students will achieve positive gains in mathematics as indicated on the DC-CAL	Teacher's Assessment Data		80% increase in designated targets on DC-CAL	80% increase in designated targets on DC-CAL	Class consisting of data with individual intervention plans students achieve proficiency
4. Students demonstrate grade level proficiency in higher, and progress one year or more every year in science	Students will work in benchmark reading and other program level data including grade level data	Comprehensive end-of-year exam	Results from Comprehensive end-of-year exam given at the end of the year	80% of students scoring proficient in the next grade will score at least 70% on the school's internal Comprehensive end-of-year exam	80% increase in designated targets on DC-CAL	Students use exploratory, inductive, and deductive writing techniques to explore a range of scientific concepts through writing of learning experiences
	Students will achieve positive gains in science as	Teacher's Assessment Data		80% increase in designated targets on DC-CAL	80% increase in designated targets on DC-CAL	Teachers undergo professional and ongoing professional development in the area of writing, mathematics, reading and science
						Teachers undergo professional and ongoing professional development in the area of writing, mathematics, reading

Achievement Preparation Academy 5 YR Accountability Plan

Short-Term Goals	Performance Indicators	Assessments	Measure Data	Annual Targets	Five-Year Targets	Strategies for Attainment
1. Students demonstrate high levels of attendance and homework completion.	Percentage of students attending school daily Daily attendance records submitted by students CLASSY students report submitted to DTN/CSB	CLASSY scores and historical attendance records Homework completion records	Students that will be submitted with daily attendance through the DTN/CSB Daily homework completion reports to DTN/CSB	The school will maintain an average daily attendance of at least 90% Students at each grade level will maintain an average homework completion level of at least 80%.	The school will maintain an average daily attendance of at least 90% Students will maintain an average daily homework completion rate of 80% or each grade.	Communications from a letter to first to weekly Call to parents when students are absent with no notice. Homework agendas Students follow the homework completion.
	Percentage of students completing all assignments on time					Remind the students with highest homework completion rate. Award the students with highest homework completion rate. Award the students with highest homework completion rate.
2. Students consistently demonstrate the DREASE values (Diversity, Respect, Integrity, Endurance, Accountability, and Mastery) in their actions and interactions within the school community.	All students will be able to identify and describe the school's DREASE values Students will demonstrate an understanding of the DREASE values in their interactions with others in school through action words Students will demonstrate an understanding of the DREASE values in their interactions with others in school through action words Students will demonstrate an understanding of the DREASE values in their interactions with others in school through action words	As the DREASE Character and Leadership class instruction Students developed every day lessons on the DREASE values during the school day or prior, during, or after the lesson to be completed by students in the school throughout the year Students developed every day lessons on the DREASE values during the school day or prior, during, or after the lesson to be completed by students in the school throughout the year Students developed every day lessons on the DREASE values during the school day or prior, during, or after the lesson to be completed by students in the school throughout the year	Initial Student DREASE Assessment Ongoing student DREASE Assessment	Each year the percentage of students who follow the school's DREASE values in their actions and interactions will increase by 10% All students understand and uphold the values of diversity and the DREASE values 100% of students will make DREASE values presentation as a part of a special school event. Using a student, parent and community support system, we intend to provide a presentation of the school's DREASE values 100% of students will make DREASE values presentation as a part of a special school event. Using a student, parent and community support system, we intend to provide a presentation of the school's DREASE values	80% or more of students will follow the school's DREASE values in their actions and interactions All students understand and uphold the values of diversity and the DREASE values 100% of students will make DREASE values presentation as a part of a special school event. Using a student, parent and community support system, we intend to provide a presentation of the school's DREASE values 100% of students will make DREASE values presentation as a part of a special school event. Using a student, parent and community support system, we intend to provide a presentation of the school's DREASE values	Award the students with highest homework completion rate. Award the students with highest homework completion rate. Award the students with highest homework completion rate.
3. Students extend use of school expectations less than 5%	Significant reports	Significant reports in COACH and other learning outcomes	Students that will be submitted with significant reports to DTN/CSB	Overall school suspension less than 5% In school suspension less than 5%	Overall school suspension less than 5% In school suspension less than 5%	Award the students with highest homework completion rate. Award the students with highest homework completion rate. Award the students with highest homework completion rate.

Achievement Preparing Academy 3 YR Accountability Plan

State Academic Performance Level	Performance Level	Assessment Cycle	Baseline Date	Annual Target	Five-Year Target	Strategies for Improvement
	Level 1	provided by			At least 10% annually	Include Deaf program
4. Parents/teachers actively engage in dual study's training and support the success of the student	Parents establish a parent teacher conference. Parents participate in both ways. Parents participate with instruction activities. Parent participation in the Parent Association (once or twice a day) Parents participate in school activities	Parents actively participate sign in about Parents Association Meeting sign in about Parents Meetings Parents Volunteer Board	Teachers don't will be credited with \$700000 parent participation this	Annual increase in the percentage of parent participation school wide and at least 70% of teachers are active in writing school report through participation at Parent Association in continuing within the school at least twice a year. Parent Teachers meet 80% of the Board of Trustees meetings (70% annual increase)	At least 70% of teachers will actively support the school through participation at Parent Association activities or volunteer action within the school Parent Teachers meet 90% of the Board of Trustees meetings.	Continually increase faculty phone calls Faculty meetings Parent Association activities Regular meetings by Board Chair and Board of School regarding Trustees participation expectations.
5. Parents/teachers demonstrate high satisfaction with the academic program and the school and open communication of Achievement Prep.	Parents will demonstrate good satisfaction with the academic program, faculty school communication, and opportunities to participate within the school program	Parents actively give their opinion	Annual survey showing parent school expectations and satisfaction of the school program.	At least 70% of parents accepted will indicate good satisfaction with the school program, faculty school communication, and opportunities to participate within the school program. (70% annual increase)	At least 80% of parents accepted will indicate good satisfaction with the school program, faculty school communication, and opportunities to participate within the school program.	Parent meetings Parent newsletters Parent volunteers to take with students support programs. Activities take in families Parent communication
6. The community will demonstrate solid satisfaction with Achievement Prep.	Continuing surveys	Annual community surveys	Surveys done will be credited with total money at the end of the 2008-09	At least 70% of community members surveyed will indicate good satisfaction with the school and its involvement with the community. At least 70% of the expectations that come to school community will achieve	At least 80% of community members surveyed will indicate good satisfaction with the school and its involvement with the community. At least 80% of the expectations that come to school	Continuing Parental surveys Annual "Thank You" to neighborhood residents School events, such as school party and School Disposition Day, that are open to the community

Achievement Preparatory Academy 3 YR Accountability Plan						
Non-Academic Performance Indicators	Performance Indicators	Assessment Tools	Diagnostic Data	Annual Targets	Five-Year Target	Strategies for Attainment
1. The faculty and staff will demonstrate varied satisfaction with Achievement Prep.	High ratings on the annual faculty/staff surveys.	Annual faculty/staff surveys	Positive data will be provided with the survey results from FY 2008.	Over time, partnership with the school has been established and actions that they would like to enhance the partnership with the school. 75% of surveys reflect high ratings. Staff satisfaction remains high.	Positive staff actions that the partnership with the school has been established and actions that they would like to enhance the partnership with the school. 80% of surveys reflect high ratings. Staff satisfaction remains high.	Continued and highly regarded professional development. Regularly scheduled staff meetings. Annual snow-daying workshops for all staff/department.

Achievement Preparatory Academy 3 YR Accountability Plan						
Organizational Performance Goals	Performance Indicators	Assessment Tools	Diagnostic Data	Annual Targets	Five-Year Targets	Strategies for Attainment
2. Achievement Prep's Board of Trustees is an active and responsible governing body that ensures the school is financially stable.	Annual budget. Monthly review of annual vs. budgeted personnel and operations.	Annual audit results. Annual review and approval of annual budget.	Financial results from FY2008	Monthly reports on financial results to the Board of Trustees will be on a bi-monthly basis and include financial analysis of the school. Quarterly reports will	All annual audits will have no generatable findings and include positive financial results. All quarterly reports will reflect the school's ability to adequately support academic programs and necessary growth.	Continued financial budgeting. Thorough reviews of all expenditures. Training for all stakeholders.
3. Achievement Prep's administrative, faculty and financial responsibility for public and private funds.	Up-to-date and properly tracked records. Real-time review of DDC/CSB input/financial reports. No annual audit actions noted financial position and strong results.	Annual audit results. Public financial reports to DDC/CSB.	Financial results from audit in 2008	The school operates within its established budget (90% of the time). Review of financial documents by DDC/CSB will indicate that all financial management positions have been properly followed by Achievement Prep.	The school operates within its established budget 100% of the time. Review of financial documents by DDC/CSB will indicate that all financial management positions have been properly followed by Achievement Prep. All annual audits will have no generatable findings and include positive financial results.	Monthly reports to DDC/CSB. Annual reports to Internal and state agencies. Annual reports to Foundations. Annual reports to employees. Achievement Prep's Annual Report.

Achievement Preparatory Academy 5 YR Accountability Plan

Organizational Performance Goals	Performance Indicators	Measurement Tools	Baseline Data	Annual Targets	Five-Year Targets	Sign-off for Measurement
	As stated each indicator must be met for the school to be considered for funding.	school expectations and process		Measure the ability of the school to adopt and support to school program and experience	to generate findings and address positive find schools	meeting conducted at least once a month
3. Achievement Prep Board of Trustees will be an effective and autonomous	The Board will monitor the school's progress including the following: The Board will regularly monitor the school's progress and report to the public on the school's progress. The Board will monitor the school's progress and report to the public on the school's progress.	Board will monitor the school's progress including the following: The Board will regularly monitor the school's progress and report to the public on the school's progress. The Board will monitor the school's progress and report to the public on the school's progress.	Board will monitor the school's progress including the following: The Board will regularly monitor the school's progress and report to the public on the school's progress. The Board will monitor the school's progress and report to the public on the school's progress.	The Board will monitor the school's progress including the following: The Board will regularly monitor the school's progress and report to the public on the school's progress. The Board will monitor the school's progress and report to the public on the school's progress.	The Board will monitor the school's progress including the following: The Board will regularly monitor the school's progress and report to the public on the school's progress. The Board will monitor the school's progress and report to the public on the school's progress.	Trustees will monitor the school's progress and report to the public on the school's progress.
4. Achievement Prep Board of Trustees will be an effective and autonomous	The Board will monitor the school's progress including the following: The Board will regularly monitor the school's progress and report to the public on the school's progress. The Board will monitor the school's progress and report to the public on the school's progress.	Board will monitor the school's progress including the following: The Board will regularly monitor the school's progress and report to the public on the school's progress. The Board will monitor the school's progress and report to the public on the school's progress.	Board will monitor the school's progress including the following: The Board will regularly monitor the school's progress and report to the public on the school's progress. The Board will monitor the school's progress and report to the public on the school's progress.	100% parent/guardian participation in the school's progress and report to the public on the school's progress.	100% parent/guardian participation in the school's progress and report to the public on the school's progress.	Trustees will monitor the school's progress and report to the public on the school's progress.

Achievement Preparatory Academy 5 YR Accountability Plan						
Organizational Performance Goal	Performance Indicators	Assessment Tools	Baseline Data	Annual Targets	Five-Year Targets	Strategies for Achievement
5. Achievement Prep demonstrates that instruction and learning student outcomes.	Student members will be high, and the school will have 1 student	Members and school program members suggest	Baseline 5/1/2020	Student members will be within 30% or greater of target every year	communication regarding student's progress to goal or excellent for a state of students, goal, students, or goal.	Personal ability to identify instruction with teacher those outcomes with student progress. School school ability highlighting important events.
						Using of Diversity of Community Outreach being by. Aggressive student involvement programs. Aggressive marketing outreach

6. Reporting Performance and Progress

Through the School Newsletter, Achievement Prep will keep parents and all other community members aware of the progress that the school is making towards the academic and non-academic goals set out in its Accountability Plan. The School Newsletter will be sent out to parents, community partners, and supporters of Achievement Prep five times per year. The Annual Report will serve as the means by which the school communicates its progress toward financial and organizational goals. As required by NCCLB, Achievement Prep will communicate with parents and families concerning the school's ability to meet adequate yearly progress and to hire highly qualified faculty. The process and time line for NCCLB communications to parents is outlined in Section A.4.a p. 69, Finally, Achievement Prep will fulfill all reporting requirements of the DC Public Charter School Board.

We believe that it is important for all members of the Achievement Prep community, students, faculty and parents, to understand 1) what the Accountability Plan is, 2) what is included in the Accountability Plan, and 3) what the Accountability Plan means for instructional, organizational and fiscal practices of the school. At the start of each school year, during Semester Institute (see Section A.4.f on p. 56), Preparation Academy (see Section A.4.c on p. 54), and Parent Orientation (see Section A.4.a on p. 48), we will discuss the Accountability Plan in great detail - sharing the goals, the proposed measures and strategies for attainment, and allowing input from students, faculty and parents alike about how we can work together to ensure that we reach our annual and five-year targets. Throughout the school year we will continue to discuss, formally (e.g., during professional development, Priority and Board Meetings) and informally (e.g., daily interactions, informal observations), our progress on meeting our Accountability Plan goals. After each annual review by DCPS-25B of Achievement Prep on its Accountability Plan, to ensure that is appropriate, we will notify students, faculty and families about our progress in meeting our Accountability Plan goals.

F. BUDGET

The budgets for Achievement Prep reflect conservative assumptions throughout the term of the charter. As planning continues and specific needs for the school become clearer, we will modify the master budgets for Achievement Prep accordingly.

Achievement Prep's revenue forecast reflects published per pupil funding streams and actual revenue patterns for existing public charter schools in D.C.¹⁰⁸ The per pupil allocations are projected to grow annually at a conservative rate of 3%. The expense projections are based on vendor provided estimates and local benchmarks. Year-over-year increases in the expense projections are detailed below.

1. Pre-opening Expense

The conservative year-one revenue forecast reflects only those monies committed by the Walton Family Foundation and those anticipated from the Federal Charter Schools Program (Title VI). These funds will be used to cover start-up expenses that must be incurred before our school does open to its first class. These costs represent planning year salaries for the Head of School, the Director of Curriculum and Instruction, and the Director of Community Outreach, the accounting and business services of an accounting service provider, teacher and student recruiting, and nominal operating expenses (i.e. taxes, telephone, and postage).

2. Two-Year Operating Budget

Revenues

- *List Item 1 – 2*

Per pupil revenue as sourced by the D.C. Treasurer's Office in January 2007, for charter payments and facilities allowance. The per pupil forecast used for year one charter payments is a composite of three categories of funding: per pupil funding for the academic year, special education funding, and per pupil funding for Summer Academy. Per pupil funding for the academic year is budgeted at \$8,571.74 per student – a 3% increase over the published 07-08 per pupil disbursements of \$8,322.08. Special education funding is budgeted at \$4,628.74 (or 54% of the per pupil allocation) and is assumed to be applied against 8% of the student population. Summer Academy is anticipated in operating year two for a segment of the student body. Per pupil spending is budgeted at \$1,581.91 or 17% of the academic year's per pupil allocation.

The year one per pupil amount used for facilities allowance is \$3,302.27 – a 3% increase over the published 07-08 per pupil disbursements of \$3,189.00. All of these amounts were applied to Achievement Prep's projected student enrollment of 120 in operating year one.

Per pupil funding for future years follow the same assumptions.

- *List Item 3 – 4*

Federal entitlements as guaranteed by NCLB, Title VI Charter School Start-up Grant, and National Breakfast/Lunch Funding Program. Meal forecasts, which are based on actual National School Lunch Program figures, assume all students will require breakfast and lunch for the entire 175 day academic school year. The meal forecasts also assume 67% of the student population will qualify for free lunch and 7% will qualify for reduced-priced lunch.

- *List Item 5 – 7*

Income representing \$230,000 in grant funds from the Walton Family Foundation that are pledged and contingent upon charter approval, and income earned from the sale of student meals and student uniforms. It is important to note that the Walton grant is not forecasted beyond operating year one

¹⁰⁸ Goldline Group, the accounting services firm providing assistance to Achievement Preparatory Academy during its start-up phase, also provides year-long accounting services to several D. C. Public Charter Schools and, in certain instances, has averaged the actual financials of ten operating public charter schools for more precise revenue assumptions.

ASSURANCES FORM

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

Achievement Preparatory Academy

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2204(h), DC School Reform Act.*
2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to non-resident students or for field trips or similar activities. *See §2204(i)(2), DC School Reform Act.*
3. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(j)(1), DC School Reform Act.*
4. Will establish an internal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(j)(1), DC School Reform Act.*
5. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(k)(1), DC School Reform Act.*
6. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(k)(1), DC School Reform Act.*
7. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2205(a), (b), (c), and (d), DC School Reform Act.*
8. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the school, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
9. Will provide training to relevant school personnel and Board of Trustees members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.
10. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.
11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.


Signature of Authorized Certifying Official

Lead Founder
Title

Achievement Preparatory Academy
Applicant Organization

April 4, 2007
Date Submitted

(08-09) and that the earned income forecast accounts for approximately 2% of each year's revenue stream.

Expenses

• Personnel Expense (Lines 1-18)

Comprising salaries and benefits for essential faculty at Achievement Prep. All budgeted salaries have been benchmarked and are considered to be within the norm of those offered by public charter schools within the region. Executive salaries (Head of School, Dean of Students, and Director of Curriculum and Instruction) represent 1.3% of all personnel expense at the close of operating year two – the first year all three positions are staffed. Teacher salaries average \$43,000 in operating year one and are applied to 11 teachers. Five additional teachers are added in the second operating year, followed by another six teachers in each of the next two operating years. The special education coordinator is staffed at an annual salary of \$53,000 in operating year one, and the school counselor is added in year two at \$50,000. Two additional education professionals, the Academic Coordinator and the High School Placement Coordinator, join in operating year three at starting salaries of \$50,000 and \$45,000, respectively. Administrative and non-academic professional salaries complete the personnel budget. These employees will support all the business functions and professional development activities for Achievement Prep. Student tutors and other providers are also contracted to provide enrichment activities and academic support. We have increased the first year professional development expenses to cover the additional consultants and programs we will need to ensure faculty is fully prepared to carry out the intense literacy focus of the school and curricula. During our first year we will invest in train-the-trainer professional development which will reduce the need to bring in those same consultants and we can use internal trained staff to conduct the professional development in the following years as we increase our faculty by 5 teachers.

• Direct Student Expense (Lines 19-24)

Represents the cost of textbooks, student supplies and uniforms, teacher computers, student desks and chairs, consumable materials, special education services, and student recruiting expense. All baseline costs were based on the actual expenditures of ten operating D.C. public charter schools (as compared by GoldStar Group). Year-over-year increases reflect an inflation rate of 3%.

• Occupancy Expense (Lines 25-28)

Based on an estimated facility size of 14,790sq. ft. in years one and two, with pricing set at approximately \$17.00 per rentable square foot in operating year one and increased by a 3% inflation rate in year two. Maintenance and repairs are estimated at \$0.40 per square foot and \$25,000 in household improvements are anticipated in year one. Facilities related expenses like utilities, garbage removal, janitorial supplies, and contracted building services are based on D.C. Public Charter School averages in year one and are assumed to increase at a 3% inflation rate.

A move to a 22,639 square foot facility is planned in operating year 3 to accommodate school growth.

• Office Expense (Lines 29-34)

Primarily represents those expenses that support the business operations of the school. This includes office supplies and materials, office furniture and equipment, copier rentals and maintenance, telephone expense, printing, postage, computer support fees, and legal, accounting, and payroll services. Estimated expenses represent the average amount a D.C. Public Charter School spends on an office expense line item.

• General Expense (Lines 35-43)

Represents the cost of insurance, student transportation to/from field trips (maximum of three per year), faculty travel expense to other high-performing charter schools, food service fees, and authorship fees. With the exception of the authorship fees, all baseline costs were based on the actuals of ten operating D.C. public charter schools (as compared by GoldStar Group). Year-over-year increases reflect an inflation rate of 3%.

3. Estimated Five-Year Budget Projections

The estimated five-year budget projection is an extension of the two-year budget model. For the three-year period ranging from 2010-2013, the budget assumes that 98% of all income is received by public revenue. Additions to the budget model for the five-year projection include: (1) the purchase of 20 student computers that will be purchased in operating year five; (2) the purchase of replacement computers and software programs for faculty in operating years four and five; (3) an increase in facilities cost reflecting a move to a larger facility and anticipated leasehold improvements/renovations to better meet the needs of the growing student population; and (4) additional faculty beyond operation year two to support continued growth of the school.

4. Capital Budget

Achievement Prep plans to capitalize several assets during its planning year and in its first two years of operation. Capital expenditures is budgeted in four categories: computers and materials, classroom furnishings and supplies, office furnishings and equipment (includes PBIS server and school-wide networking), and renovations/leasehold improvements. The net impact of said capitalization through the end of year two is forecasted at \$171,862.

5. Cash Flow Projection for Year 1

A monthly cash flow projection for Budget Year One follows the Two-Year and Five-Year operating budgets.

Two-Year PCSS-Formatted Budget, v2.2

Achievement Preparatory

	Planning Year 2027-28	Operating Year 1 2028-29	Operating Year 2 2029-30
REVENUE			
01. Per Pupil Charter Payments	-	1,122,327	1,721,364
02. Per Pupil Facility Allowance	-	394,272	573,811
03. Federal Expendments	(20,000)	223,904	264,376
04. Other Government Funding/Grants	-	62,738	83,184
05. Private Grants and Donations	230,000	-	-
06. Activity Fees	-	-	-
07. Other Income (please describe in Summary)	-	25,361	23,332
TOTAL REVENUE	230,000	1,828,602	2,634,758
ORDINARY EXPENSE			
Personnel Salaries and Benefits			
08. Principal/Executive Salary	180,000	180,000	195,708
09. Teachers Salaries	-	485,000	741,400
10. Teacher Aides/Paraprofessionals Salaries	-	-	-
11. Other Education Professionals Salaries	-	25,000	106,899
12. Business/Operations Salaries	-	95,000	81,000
13. Clerical Salaries	-	40,000	75,200
14. Custodial Salaries	-	-	-
15. Other Staff Salaries	20,000	84,344	126,827
16. Employee Benefits	-	138,881	200,000
17. Contracted Staff	2,000	16,000	25,863
18. Staff Development Expense	-	10,000	10,000
Subtotal: Personnel Expense	127,000	1,348,281	1,548,788
Direct Student Expense			
19. Textbooks	-	30,000	13,505
20. Student Supplies and Materials	-	55,400	33,870
21. Library and Media Center Materials	-	-	-
22. Student Assessment Materials	-	9,000	13,442
23. Contracted Student Services	-	36,000	23,795
24. Miscellaneous Student Expense **	13,600	3,000	3,090
Subtotal: Direct Student Expense	13,600	113,400	117,672
Occupancy Expense			
25. Rent	-	281,400	234,675
26. Building Maintenance and Repairs	-	3,916	3,916
27. Utilities	-	12,872	13,940
28. Janitorial Supplies	-	6,000	6,180
29. Contracted Building Services	-	24,000	55,844
Subtotal: Occupancy Expenses	-	299,818	319,635
Office Expense			
30. Office Supplies and Materials	1,000	22,840	24,000
31. Office Equipment Rental and Maintenance	-	10,800	16,686

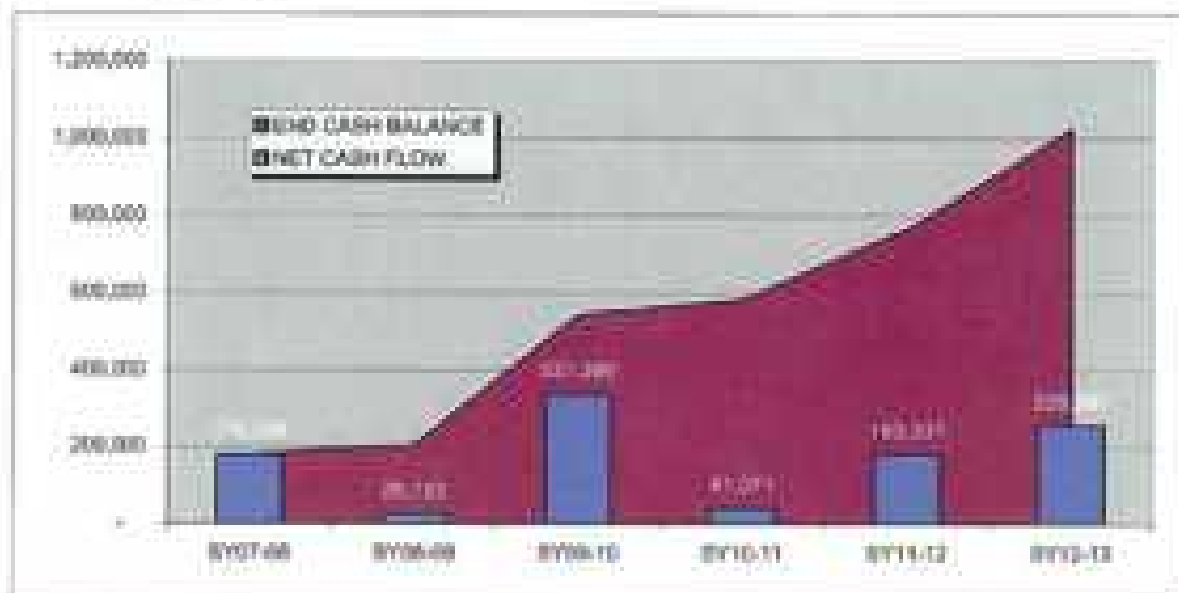
32. Telephone/Telecommunications	3,000	5,400	3,000
33. Legal, Accounting and Payroll Services	18,500	90,800	100,700
34. Printing and Copying	2,000	3,000	4,481
35. Postage and Shipping	1,000	1,000	2,000
36. Other	1,100	14,750	14,216
Subtotal: Office Expenses	27,100	135,450	137,797
General Expenses			
37. Insurance	1,500	12,000	17,520
38. Transportation	-	23,100	48,718
39. Food Service	-	83,500	139,780
40. Administration Fee (to PCSD)	-	7,525	11,526
41. Management Fee	-	-	-
42. Other General Expenses	-	-	-
43. Utilities/Power Expenses	3,000	34,369	36,000
Subtotal: General Expenses	4,500	179,812	253,554
TOTAL ORDINARY EXPENSES	187,720	1,787,718	2,403,408
Net Ordinary Income	182,208	128,983	381,388
Additional Cash Flow Adjustments / Capital Budget			
(Inv) / Decr in Computers and Materials	(3,000)	(35,000)	(26,840)
(Inv) / Decr in Classroom Furnishings and Supplies	-	(46,000)	(34,700)
(Inv) / Decr in Office Furnishings and Equipment	-	(4,000)	(2,472)
(Inv) / Decr in Renovational/asset/inf improvement	-	(25,000)	-
Subtotal: Additional Cash Flow Adjustments	(3,000)	(112,000)	(64,012)
NET CASH FLOW	179,208	16,983	317,376
Assumptions			
Student Enrollment	-	120	174
Facility Size (square footage)	-	14,700	14,700
Average Teacher Salary	-	45,000	45,000
Number of Teachers	-	11	16
Student / Teacher Ratio	n/a	11 to 1	11 to 1

Five-Year PCSB-Formatted Budget, v2.2
Achievement Preparatory

	Planning Year 2027-28	Operating Year 1 2028-29	Operating Year 2 2029-30	Operating Year 3 2030-31	Operating Year 4 2031-32	Operating Year 5 2032-33
REVENUE						
01. Per Pupil Grants Payments	-	1,195,397	1,701,294	2,206,176	2,888,007	3,404,733
02. Per Pupil Facilities Allowance	-	894,272	873,871	708,239	691,476	696,898
03. Federal Entitlements	120,000	323,094	394,276	391,665	396,733	304,261
04. Other Government Funding/Grants	-	62,738	92,169	132,967	149,337	151,243
05. Private Grants and Donations	200,000	-	-	-	-	-
06. Activity Fees	-	-	-	-	-	-
07. Other Income (Please describe in Remarks)	-	32,361	32,332	73,361	64,336	31,813
TOTAL REVENUE	320,000	1,628,862	2,628,776	3,487,337	4,389,851	4,444,845
ORDINARY EXPENSE						
Personnel Expenses	525,000	1,048,281	1,838,384	2,628,260	3,391,855	3,813,680
Board Student Expenses	10,000	115,400	127,372	154,367	219,332	300,490
Consumable Expenses	-	209,218	278,893	399,611	613,887	800,888
Office Expenses	27,160	104,400	167,760	326,569	287,080	388,237
General Expenses	3,000	170,412	268,990	346,127	479,059	620,669
TOTAL ORDINARY EXPENSES	565,160	1,767,713	2,623,499	3,937,947	4,921,891	5,133,877
NET ORDINARY INCOME	234,840	861,149	1,005,276	1,550,390	1,467,960	1,310,968
Fixed Asset Provisions	10,000	171,600	198,000	283,817	267,000	125,780
NET CASH FLOW	179,200	689,549	807,276	1,266,573	1,200,960	1,185,188
Assumptions						
Student Enrollment	-	120	146	322	399	388
Facility Size (square footage)	-	14,790	14,790	22,238	22,238	22,238
Average Teacher Salary	-	48,000	48,000	47,719	48,102	48,607
Number of Teachers	-	11	16	22	38	38
Student / Teacher Ratio	400	11.64:1	11.64:1	10.36:1	10.36:1	10.36:1

Five-Year Snapshot, v2.2

Achievement Preparatory



	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
OFFICERS						
Students	-	120	124	223	266	288
REVENUE						
04 - Per-Pupil Revenue	-	1,804,899	2,205,875	3,052,411	3,736,069	3,894,658
05 - Other Public Revenue	120,000	996,709	477,550	363,849	446,879	487,537
06 - Private Revenue	230,000	35,361	93,300	70,891	89,296	91,810
TOTAL INCOME	350,000	1,936,969	2,776,725	3,487,151	4,272,244	4,468,005
ORDINARY EXPENSE						
07 - Staff Related Expense	128,150	1,080,431	1,080,751	2,042,621	2,345,883	2,623,303
08 - Occupancy Expense	-	209,318	315,880	385,811	612,487	630,589
09 - Additional Expense	39,585	427,382	672,847	731,218	882,731	665,590
TOTAL EXPENSE	167,735	1,717,131	2,069,478	3,159,650	3,841,101	3,919,482
NET ORDINARY INCOME	182,265	219,838	707,247	1,327,501	4,272,244	4,468,005
ADDITIONAL CASH FLOW ADJUSTMENTS						
(Increase) / Decrease in Non-Cash Assets	(15,000)	(112,000)	(50,000)	(66,617)	(66,258)	(23,750)
NET CASH FLOW	179,268	26,183	337,268	41,871	143,331	258,887
CASH BALANCE						
Beginning Cash Balance	-	179,268	205,451	542,717	767,119	1,026,006
Change in Cash	179,268	26,183	337,268	41,871	143,331	258,887
END CASH BALANCE	179,268	205,451	542,717	583,768	767,119	1,026,006

Five-Year Forecast (Detailed), v2.2

4/1/07

Achievement Preparatory

	0700-08	0709-10	0710-11	0711-12	0712-13	
REVENUE						
94 - Per-Pupil Revenue						
400 - Per-Pupil Operating Revenue						
4000 - Per-pupil alloc	-	1,625,000	1,638,238	1,654,271	1,664,886	1,686,854
4010 - Per-pupil special ed funding	-	91,718	135,700	183,289	213,783	215,578
Total 400 - Per-Pupil Operating Revenue	-	1,716,717	1,773,938	1,837,560	1,878,669	1,902,432
410 - Per-Pupil Facility Revenue						
4100 - Per-pupil facility alloc	-	584,272	573,911	556,236	537,875	568,306
Total 410 - Per-Pupil Facility Revenue	-	584,272	573,911	556,236	537,875	568,306
Total 94 - Per-Pupil Revenue	-	2,300,989	2,347,849	2,393,796	2,416,544	2,470,738
95 - Other Public Revenue						
500 - Public Grants						
5000 - MOEA grants	-	125,884	184,370	241,888	288,782	304,291
5010 - Title VI grants	120,000	280,000	203,000	-	-	-
Total 500 - Public Grants	120,000	405,884	387,370	241,888	288,782	304,291
510 - Public Programs						
5120 - National food program	-	62,739	93,189	122,097	149,527	153,240
Total 510 - Public Programs	-	62,739	93,189	122,097	149,527	153,240
Total 95 - Other Public Revenue	120,000	468,623	480,559	363,985	438,309	457,531
96 - Private Revenue						
600 - Private Grants						
6020 - Foundations/other grants	250,000	-	-	-	-	-
Total 600 - Private Grants	250,000	-	-	-	-	-
640 - School Sales						
6400 - Paid meals sales	-	35,881	46,811	62,128	77,282	80,874
6420 - Student uniform sales	-	4,300	8,721	8,888	18,914	17,247
Total 640 - School Sales	-	40,181	55,532	71,016	96,196	98,121
Total 96 - Private Revenue	250,000	40,181	55,532	71,016	96,196	98,121
TOTAL REVENUE	370,000	2,809,693	2,903,939	3,437,317	4,252,887	4,444,819
ORDINARY EXPENSE						
97 - Staff-Related Expense						
700 - Curricular Salaries						
7000 - Leadership salaries	30,000	115,000	116,400	112,000	125,464	128,454
7010 - Teacher salaries	-	498,000	541,800	1,038,551	1,348,321	1,388,667
7020 - Other curricular salaries	-	68,888	106,000	204,000	215,389	217,320
Total 700 - Curricular Salaries	30,000	681,888	664,200	1,354,551	1,689,174	1,734,441
710 - Supplemental Service Salaries						
7120 - Front office staff salaries	-	48,800	55,300	58,488	117,503	121,511
7130 - Business, operations salaries	-	65,800	61,300	63,888	64,208	68,275
7180 - Other service salaries	25,000	67,000	65,545	64,838	107,275	113,484
Total 710 - Supplemental Service Salaries	25,000	181,600	182,145	187,171	288,986	303,270
730 - Management/Development Salaries						
7300 - Executive salaries	70,000	75,000	77,250	79,888	81,886	84,473
7310 - Development salaries	-	-	60,000	61,800	63,364	65,364
Total 730 - Management/Development Sal	70,000	75,000	137,250	141,688	145,250	149,837
740 - Employee Benefits						

Five-Year Forecast (Detailed), v2.2

4/1/07

Achievement Preparatory

	07/01/06	07/01/07	07/01/08	07/01/09	07/01/10	07/01/11
7400 - Retirement plan credits	-	28,443	28,349	21,328	24,107	25,196
7410 - Health insurance	-	43,800	42,253	41,189	322,383	309,381
Total 740 - Employee Benefits	-	72,243	70,602	62,517	346,490	334,577
750 - Payroll Taxes						
7500 - Social security & medicaid	-	67,436	66,316	139,686	122,473	126,792
7510 - State unemployment tax	-	4,900	5,300	6,000	16,000	16,600
Total 750 - Payroll Taxes	-	72,336	71,616	145,686	138,473	143,392
760 - Professional Development						
7600 - Staff development (non-travel)	-	13,000	13,000	13,000	13,000	13,000
Total 760 - Professional Development	-	13,000	13,000	13,000	13,000	13,000
770 - Contracted Staff						
7710 - Temporary contract help	2,000	18,000	25,883	35,423	43,356	44,965
Total 770 - Contracted Staff	2,000	18,000	25,883	35,423	43,356	44,965
780 - Other Staff Expense						
7800 - Staff recruiting	1,000	8,000	4,000	4,000	4,000	-
7810 - Staff background checks	100	1,000	2,500	3,100	3,100	3,100
7820 - Staff travel (non-development)	-	2,700	4,257	3,411	6,854	7,291
Total 780 - Other Staff Expense	1,100	11,700	10,757	10,511	14,004	10,391
Total 07 - Staff-Related Expense	126,100	1,086,621	1,452,781	3,048,821	3,545,893	3,623,323
08 - Occupancy Expense						
800 - Occupancy Rent Expense						
8000 - Rent	-	257,408	258,873	498,000	512,997	528,397
Total 800 - Occupancy Rent Expense	-	257,408	258,873	498,000	512,997	528,397
810 - Occupancy Service Expense						
8100 - Utilities & postage internal	-	12,379	12,346	34,303	35,899	36,419
8110 - Contracted building services	-	24,700	25,844	47,231	56,207	58,254
8120 - Maintenance and repairs	-	5,214	5,215	9,056	9,096	9,264
8130 - Janitorial supplies	-	9,000	9,180	9,340	9,500	9,792
Total 810 - Occupancy Service Expense	-	41,293	42,585	95,930	110,702	113,729
Total 08 - Occupancy Expense	-	298,701	301,458	593,930	623,700	642,126
09 - Additional Expense						
900 - Direct Student Expense						
9000 - Student supplies, snacks	-	26,400	26,400	21,994	24,029	25,249
9010 - Student assessment materials	-	9,000	11,442	17,712	21,426	22,483
9020 - Student textbooks	-	30,000	13,300	12,300	11,940	-
9030 - Student uniforms	-	9,000	15,442	17,712	21,426	22,483
9040 - Contracted instructional fees	-	26,000	50,706	70,847	87,311	88,830
9050 - Field service fees	-	80,800	136,762	134,202	227,009	233,816
9070 - Student travel / field trips	-	25,400	46,701	60,200	74,214	75,641
9080 - Student recruiting	10,000	3,000	3,000	3,000	3,275	-
9090 - Other student expenses	-	-	-	-	-	-
Total 900 - Direct Student Expense	10,000	227,600	383,596	418,719	611,440	611,194
910 - Office Expense						
9100 - Office supplies	1,800	23,800	34,050	44,570	55,297	56,908
9110 - Equipment rent & maintenance	-	10,000	10,686	17,187	23,400	24,211
9120 - Telephone & telecommunications	2,000	5,400	5,002	5,729	5,901	6,076
9130 - Postage, shipping, delivery	1,200	1,800	2,668	3,542	4,368	4,487

Five-Year Forecast (Detailed), v2.2

4/1/07

Achievement Preparatory

	0Y00:00	0Y00:00	0Y00:00	0Y10:01	0Y11:02	0Y12:03
9100 - Printing & duplication	3,000	3,000	4,881	5,939	7,379	7,494
Total 910 - Office Expense	7,000	48,500	85,499	77,231	88,442	88,206
920 - Business Expense						
9200 - Business insurance	1,800	12,000	17,822	23,610	28,134	28,977
9210 - Auditorium fees	-	7,300	11,329	15,260	18,790	19,473
9230 - Accounting, auditing, payroll	10,000	81,800	73,409	76,906	79,408	81,838
9240 - Legal fees	-	88,000	38,000	33,841	32,949	37,430
9250 - Computer support fees	-	5,400	8,085	10,607	13,997	13,480
Total 920 - Business Expense	20,000	121,770	147,235	179,893	211,281	212,211
990 - Operating Contingency						
9900 - Unknown expenses	2,083	34,389	35,589	35,417	63,453	62,888
Total 990 - Operating Contingency	2,083	34,389	35,589	35,417	63,453	62,888
Total 99 - Additional Expense	38,583	427,362	972,847	711,218	885,731	905,598
TOTAL ORDINARY EXPENSE	137,733	1,797,718	2,443,458	3,327,648	4,341,291	4,159,372
NET ORDINARY INCOME	182,268	128,943	393,298	129,648	291,399	284,937
11000 - Depreciation Expense	-	-	-	-	-	-
12000 - Interest payments	-	-	-	-	-	-
NET INCOME	182,268	128,943	393,298	129,648	291,399	284,937
CASH FLOW ADJUSTMENTS						
(incr) / Decr in Net Fixed Assets						
(incr) / Decr in Operating Net Fixed Assets						
1800 - FF&E - Classroom	-	(48,000)	(24,750)	(26,462)	(28,325)	-
1810 - FF&E - Administration	-	(4,800)	(2,475)	(3,849)	(3,829)	-
1820 - Computers - Classroom	-	(11,000)	(28,760)	(7,436)	(20,305)	(28,760)
1830 - Computers - Administration	(3,000)	(24,800)	(3,000)	(3,183)	(8,896)	-
Total (incr) / Decr in Operating Net Fixed	(3,000)	(87,600)	(58,935)	(39,817)	(68,255)	(28,760)
(incr) / Decr in Facilities Net Fixed Assets						
1830 - Leasehold improvements	-	(25,000)	-	(25,000)	-	-
Total (incr) / Decr in Facilities Net Fixed	-	(25,000)	-	(25,000)	-	-
Total (incr) / Decr in Net Fixed Assets	(3,000)	(112,600)	(58,935)	(64,817)	(68,255)	(28,760)
TOTAL CASH FLOW ADJUSTMENTS	(3,000)	(112,600)	(58,935)	(64,817)	(68,255)	(28,760)
Beginning Cash Balance	-	179,298	205,451	342,717	583,798	787,119
NET CASH FLOW	179,268	38,343	334,363	41,971	193,301	238,867
END CASH BALANCE	179,268	205,451	342,717	383,798	787,119	1,025,986

BY27-00 PCBs-Formatted Cash Flow, v3.2

Attachment: Proprietary

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total
Revenues															
(1) Pay-Per-Click Search Revenues	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
(2) Pay-Per-Click Display Revenues	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
(3) Revenue Share Revenues	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
(4) Other Advertising Revenues	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
(5) Other Revenues (see Schedule)	100,000	11	11	11	11	11	11	11	11	11	11	11	11	11	100,000
(6) Subsidy Fee	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
(7) Other (see Schedule)	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Total Revenues	135,000	58	58	58	58	58	58	58	58	58	58	58	58	58	135,000
Operating Expenses															
Personnel Salaries and Benefits															
(1) Production/Operations Staff	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
(2) Technical Support	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(3) Training and Development Staff	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(4) Sales/Marketing/Finance/HR Staff	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(5) Customer/Support Staff	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(6) Office Support	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(7) Contract Support	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(8) Information Systems	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
(9) Other Support	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(10) Contract Staff	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Personnel Expenses	16,002	16,002	16,002	16,002	16,002	16,002	16,002	16,002	16,002	16,002	16,002	16,002	16,002	16,002	160,002
Other Operating Expenses															
(1) Contract	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(2) Materials and Supplies	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(3) Travel and Other Travel Expenses	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(4) Office Equipment Expenses	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(5) Contract Support Services	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(6) Production/Support Expenses	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Other Operating Expenses	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Operating Expenses															
(1) Rent	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(2) Building Maintenance and Repair	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(3) Utilities	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(4) Insurance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(5) Depreciation	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(6) Amortization	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Operating Expenses	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Other Expenses															
(1) Other Facilities and Materials	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1,000
(2) Other Facilities (see Schedule)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(3) Transportation/Logistics	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1,000
(4) Legal, Consulting and Professional Fees	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
(5) Payroll and Training	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1,000
(6) Materials and Training	10	10	10	10	10	10	10	10	10	10	10	10	10	10	100
(7) Other	10	10	10	10	10	10	10	10	10	10	10	10	10	10	100
Total Other Expenses	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	22,110
Other Revenues															
(1) Subsidy	1,000	1	1	1	1	1	1	1	1	1	1	1	1	1	1,000
(2) Transportation	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(3) Road Safety	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(4) Amortization Fee (see Schedule)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(5) Amortization Fee	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(6) Other (see Schedule)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(7) Amortization/Support	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Other Revenues	1,004	4	4	4	4	4	4	4	4	4	4	4	4	4	1,004
Total Operating Expenses	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	170,012
Total Operating Expenses	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	17,012	170,012
Operating Cash Flow (before taxes, depreciation)															
(1) Cash Flow (before taxes and depreciation)	118,988	41	41	41	41	41	41	41	41	41	41	41	41	41	118,988
(2) Cash Flow (before taxes and depreciation)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(3) Cash Flow (before taxes and depreciation)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(4) Cash Flow (before taxes and depreciation)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Operating Cash Flow (before taxes and depreciation)	119,991	44	44	44	44	44	44	44	44	44	44	44	44	44	119,991
Total Operating Cash Flow (before taxes and depreciation)	119,991	44	44	44	44	44	44	44	44	44	44	44	44	44	119,991
Total Operating Cash Flow (before taxes and depreciation)	119,991	44	44	44	44	44	44	44	44	44	44	44	44	44	119,991
Total Operating Cash Flow (before taxes and depreciation)	119,991	44	44	44	44	44	44	44	44	44	44	44	44	44	119,991

STG-001 PCRS-Formatted Cash Flow, v8.3
 Submitter: [REDACTED]

[illegible]

DC Revenue, v2.2
Achievement Preparatory

4/1/07

Revised: Revised:

Description	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Calc	Comment
Expenses								
Foundation level per pupil	\$ 8,323.08	\$,871.74	\$,829.89	\$,884.79	\$,888.37	\$,847.37	103.0% 34 of 2017	
Non-Residential Facilities	\$,189.06	\$,200.37	\$,296.34	\$,307.34	\$,496.21	\$,654.16	84 of 2017	
LINE 01: Per Pupil Charter Programs								
Programs								
Grades 4-6 ()								
- Students	-	120	120	120	120	120	1 x Foundation to	
- Income/Student	-	\$,070	\$,829	\$,084	\$,087	\$,648		
2008 - Per pupil costs	-	1,326,688	1,345,967	1,391,281	1,123,859	1,117,709		
Grades 6-8 ()								
- Students	-	-	54	103	148	168	1 x Foundation to	
- Income/Student	-	-	\$,829	\$,084	\$,087	\$,648		
2008 - Per pupil costs	-	-	416,766	851,020	1,216,704	1,471,816		
TOTAL: Per Pupil	-	1,326,688	1,536,028	2,624,271	2,494,893	2,554,834		
Programs (Special Ed)								
Level 1 ()								
- Students	-	7	10	13	15	16	0.04 x Foundation to	
- Income/Student	-	\$,829	\$,788	\$,911	\$,088	\$,216		
2008 - Per pupil special	-	57,491	87,976	81,838	75,945	78,545		
Level 2 ()								
- Students	-	8	7	6	15	15	0.02 x Foundation to	
- Income/Student	-	7,039	7,340	3,487	7,681	7,911		
2008 - Per pupil special	-	55,164	58,076	47,112	84,487	77,911		
Level 3 ()								
- Students	-	2	8	6	6	6	1.41 x Foundation to	
- Income/Student	-	12,888	12,446	12,800	15,017	13,800		
2008 - Per pupil special	-	24,172	97,346	81,286	59,837	54,812		
TOTAL: Special Ed	-	81,719	145,798	132,236	219,169	215,878		
Programs (LDP/NEP)								
LDP/NEP ()								
- Students	-	-	-	-	-	-	0.4 x Foundation to	
- Income/Student	-	-	-	-	-	-		
2008 - Per pupil (LDP/NEP)	-	-	-	-	-	-		
Programs (Summer School)								
Summer School ()								
Summer School 1								
- Students (Full)	-	-	80	87	111	120	0.17 x Foundation to	
- Months (2 weeks)	-	-	1,001	1,046	1,383	1,440		
- Months (2 of 8 weeks)	-	-	1,001	1,001	1,383	1,383		
2008 - Per pupil summer	-	-	88,636	88,864	116,735	146,847		
TOTAL: Line 01	-	1,408,407	1,791,884	2,896,915	2,828,907	2,836,726	1, Per Pupil Charter Programs	

DC Revenue, v2.2

4/1/87

Achievement Preparatory

Revised Revised

Line 32: Per Pupil Facilities Allocation							
Accounting Information							
- Students	-	125	174	223	268	308	
- Income/Student	3,726	3,202	3,208	3,367	3,408	3,404	
4100: Per pupil facilities	-	394,372	573,319	756,238	911,879	984,008	
TOTAL: Line 32	-	394,372	573,319	756,238	911,879	984,008	2: Per Pupil Facilities Allocation

TOTAL: DC Revenue - 1,594,909 1,395,376 1,852,411 2,738,085 2,894,898

Federal Entitlements Revenue, v2.2

4/1/07

Achievement Preparatory

Revised: Title

Description	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Cap	Comment
Line 82: Federal Entitlements								
Student Data Summary (2007-08)								
Students	-	105.00	174.00	222.00	208.34	204.34		
# Title I Students	-	66.40	126.76	163.81	164.45	163.10		
# W/FYBP Students	-	-	-	-	-	-		
Per Pupil Figures are an approximation based on recent actuals								
Title I	893.24	908.74	937.83	965.14	990.39	1,023.40	100%	
Title I, Part A	163.30	154.50	166.14	163.81	166.83	173.69	100%	
Title I, Part D	21.57	22.22	22.88	23.87	24.28	26.01	100%	
Title II	60.80	63.22	65.72	66.20	66.34	63.87	100% if >\$10,000	
Title IV	16.04	16.82	17.82	17.80	16.00	16.89	100%	
Title V, Part A (Title I) = \$0.00%	16.20	16.48	16.87	17.48	16.81	16.85	100%	
Title V, Part A (Title I) = \$0.00%	24.87	24.79	26.34	26.80	27.89	27.90	100%	
IDEA	-	127.88	141.85	145.87	160.25	154.76		
Grants								
8000 - NCLB grants	-	61,331	116,833	157,889	145,380	147,213	Title I	
8000 - NCLB grants	-	18,540	27,899	36,488	44,580	48,714	Title I, Part A	
8000 - NCLB grants	-	3,866	3,862	5,247	6,468	6,866	Title I, Part D	
8000 - NCLB grants	-	-	-	-	-	-	Title II	10000
8000 - NCLB grants	-	7,863	3,861	7,893	4,668	4,953	Title IV	
8000 - NCLB grants	-	3,873	4,461	5,856	6,218	7,432	Title V, Part A	
8000 - NCLB grants	-	16,588	34,532	32,471	48,818	41,218	IDEA	
TOTAL - NCLB	-	107,484	199,727	249,387	246,710	245,273		
Line 83: Other Grants, Title I, Part A								
Maximum Title V funding	116,000	200,000	200,000					
Title V Percentage	100%	100%	100%	100%	100%	100%		
8310 - Title V grants	116,000	200,000	200,000	-	-	-	Charter School Grant	
8310 - Title V grants	14,000						PreCharter Grant	
TOTAL - Line 83	130,000	200,000	200,000	249,387	246,710	245,273	E. Federal Entitlements	
END								

Federal Programs Revenue, v2.2

Attachment: Proprietary

4/1/07

Revised: 1/1/08

Worksheet:	0000-01	0000-02	0000-03	0000-04	0000-05	0000-06	0000-07	0000-08	0000-09
Look At Your Estimated Funding Needs									
0000-01									
0000-01 Competitive public grants									
0000-02 Competitive public grants									
0000-03 Competitive public grants									
0000-04 Competitive public grants									
0000-05 Competitive public grants									
0000-06 Competitive public grants									
TOTAL Competitive Federal Grants	0	0	0	0	0	0	0	0	0
0000-02 School Lunch Program									
Notes (Based on school NMLP Agency)									
Lunch Rates:									
- Paid	0.20	1.24	0.20	0.20	0.20	0.20	0.20	0.20	0.20
- Reduced	1.81	1.80	1.80	1.80	1.80	1.80	1.80	1.80	1.80
- Free	2.21	2.25	2.24	2.24	2.24	2.24	2.24	2.24	2.24
Breakfast Rates:									
- Paid	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20
- Reduced	0.80	0.80	0.80	0.80	0.80	0.80	0.80	0.80	0.80
- Free	1.00	1.24	1.00	1.00	1.00	1.00	1.00	1.00	1.00
STUDENTS									
School Lunches									
- Total lunches	0	100	100	100	100	100	100	100	100%
- Paid	0	0	0	0	0	0	0	0	
- Reduced	0	0	0	0	0	0	0	0	
- Free	0	0	0	0	0	0	0	0	
School Breakfasts									
- Total breakfasts	0	100	100	100	100	100	100	100	100%
- Paid	0	0	0	0	0	0	0	0	
- Reduced	0	0	0	0	0	0	0	0	
- Free	0	0	0	0	0	0	0	0	
NMLP									
NMLP Income - Lunch	0	207.00	207.00	207.00	207.00	207.00	207.00	207.00	
NMLP Income - Breakfast	0	100.00	100.00	100.00	100.00	100.00	100.00	100.00	
NMLP Income - Lunch and Breakfast	0	307.00	307.00	307.00	307.00	307.00	307.00	307.00	
ANNUAL MEALS									
Annual - Lunch	0	20.00	20.00	20.00	20.00	20.00	20.00	20.00	
Annual - Breakfast	0	20.00	20.00	20.00	20.00	20.00	20.00	20.00	
100% National School Program	0	40.00	40.00	40.00	40.00	40.00	40.00	40.00	100% Over/Under
0000-03 School Lunch Program									
0000-04 School Lunch Program									
0000-05 School Lunch Program									
0000-06 School Lunch Program									
0000-07 School Lunch Program									
0000-08 School Lunch Program									
0000-09 School Lunch Program									
TOTAL Lunch	0	40.00	40.00	40.00	40.00	40.00	40.00	40.00	100% Over/Under

Fundraising, Activity, and Investment Revenue, v2.2

4/1/07

Achievement Preparatory

Revised: 11/18/11

Description	07/07/06	07/08/06	07/09/06	07/10/11	07/11/12	07/12/13	Line	Comments
01. Private Grants and Contributions								
0101 Individual grants								
0102 Corporate/business grants								
0103 Foundation grant	250,000							Method, Method/Year
0104 Foundation grant								
0105 Foundation grant								
TOTAL: Competitive Grants	250,000	-	-	-	-	-		
02. Contributions								
0200 Individual contributions								100%
0201 Corporate contributions								100%
0202 Foundation contributions								100%
0203 Special event contributions								100%
TOTAL: Contributions	-	-	-	-	-	-		
TOTAL: Line 01	250,000	-	-	-	-	-		
03. Activity Fees								
Activity Fees								
After Care Students		0	0	0	0	0		50%
Monthly Income	-	-	-	-	-	-		45 Outplacement
Annual Income	-	-	-	-	-	-		57 Weeks
Allowance for Unemployment	-	-	-	-	-	-		30% Unemployment
0300 Supplemental program fees	-	-	-	-	-	-		
TOTAL: Line 03	0.000	-	-	-	-	-		
04. Other Income (Net of Activity Expenses)								
Other Income								
Cost of Lunch	-	82,882	124,790	194,203	227,009	233,819		
Less 100% reimbursement	-	82,750	80,180	122,007	140,607	161,348		
Net: Paid meals cost	-	50,000	44,611	72,196	86,402	72,471		
0400 Student uniform sales	-	4,000	8,701	8,826	10,914	11,249		90% profit
TOTAL: Line 04	-	50,000	44,611	81,022	97,316	83,720		T. Activity Fees

Personnel Salaries and Benefits, v2.2

6/1/07

Achievement Preparatory

194,000

Total Teacher Salaries	494,000	591,000	1,076,000	1,040,000	1,080,000	
Average Teacher Salary	41,000	48,100	47,100	48,160	48,800	
General Teachers						
- Salary Schedule	--	80	80	100	100	
- Summer PTO		0.0	4.0	0.0	0.0	01 (school)
- Annual Salary	49,000	48,000	47,100	48,200	48,800	0 (current needs)
- % of Annual	100%	100%	100%	100%	100%	00 (0% needs)
- Summer Salary	4,000	4,100	4,000	4,000	4,000	0% (school)
2007 (2006) annual salaries		52,100	51,100	52,200	52,800	
General School Employees						
- Salaries	--	81,700	80,000	110,000	100,000	
- Social Expenses	--	15,100	15,000	20,000	20,000	
- Indirect Expenses	--	48,400	48,000	60,000	70,000	
- Indirect %	100	100	100	100	100	
* Indirect expenses include administrative, cleaning, and support staff						
TOTAL, Line 00	--	185,200	183,000	2,000,000	1,400,000	
Cost / Student	4,100	4,200	4,700	5,100	5,200	

Line 01: General Administrative Services						
General Services						
- Salary	--	--	--	--	--	
- PTO (PTO)	0	0	0	0	0	1 (Line 00) (school)
2007 (2006) annual salaries		0	0	0	0	
Cost / Student	--	--	--	--	--	
Cost / Student	--	--	--	--	--	
TOTAL, Line 01	--	0	0	0	0	
Cost / Student	--	--	--	--	--	

Line 10: Special Education Personnel Services						
Special Education						
- Salary	1,000	0.00	0.75	4.00	4.00	
Special Ed Coordinator						
- Salary	10,000	10,000	10,000	10,000	10,000	
- PTO (PTO)	0.00	0.00	0.00	0.00	0.00	
2007 (2006) annual salaries	10,000	10,000	10,000	10,000	10,000	
Special Education Support						
- Salaries	--	--	10,000	10,000	10,000	
- PTO (PTO)	--	--	0	0	0	
2007 (2006) annual salaries	--	--	10,000	10,000	10,000	
High School Placement Coordinator						
- Salaries	--	0	40,000	40,000	40,000	
- PTO (PTO)	--	0	0	0	0	
2007 (2006) annual salaries	--	0	40,000	40,000	40,000	
Student Counselor						
- Salaries	--	10,000	10,000	10,000	10,000	
- PTO (PTO)	--	0	0	0	0	
2007 (2006) annual salaries	--	10,000	10,000	10,000	10,000	
TOTAL, Additional personnel	--	10,000	60,000	60,000	60,000	

Personal Salaries and Benefits, v2.2

4/18/17

Attachment: Preparatory

196,000

TOTAL, Line 15	-	85,000	100,000	100,000	110,000	110,000
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LINE 16: Business Operations Salaries

Business Manager						
- Salary	80,000	81,000	81,000	84,000	86,270	20% above office mgr
- FTE	1.0	1.0	1.0	1.0	1.0	
TOTAL Business operations salaries	80,000	81,000	81,000	84,000	86,270	
TOTAL, Line 16	-	80,000	81,000	81,000	84,000	86,270

LINE 17: Office Salaries

Students						
Student Staff	1.0	1.0	1.0	1.0	1.0	100 students
Office Manager						
- Salary	80,000	81,000	81,000	84,000	86,270	
- FTE	1.0	1.0	1.0	1.0	1.0	students
TOTAL Front office staff salaries	80,000	81,000	81,000	84,000	86,270	
Support Assistant						
- Salary		81,000	81,000	87,142	89,286	
- FTE		1.0	1.0	1.0	1.0	students
TOTAL Front office staff salaries	-	81,000	81,000	87,142	89,286	
TOTAL, Line 17	-	80,000	81,000	81,000	111,270	119,270

LINE 18: Cleaning Salaries

TOTAL, Line 18	-	-	-	-	-	-
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LINE 19: Other Staff Salaries

Director of Development						
- Salary	-	80,000	81,000	84,000	86,000	
- FTE (FTE)	-	1.0	1.0	1.0	1.0	
TOTAL Development salaries	-	80,000	81,000	84,000	86,000	
IT Coordinator						
- Salary	-	-	-	81,000	82,000	
- FTE (FTE)	-	-	-	1.0	1.0	
TOTAL Other salaries salaries	-	-	-	81,000	82,000	
Director of Community Outreach						
- Salary	80,000	81,000	80,000	80,000	86,270	81,000
- FTE (FTE)	1.00	1	1	1	1	1
TOTAL Other people salaries	80,000	81,000	80,000	80,000	86,270	81,000
TOTAL, Line 19	80,000	81,000	80,000	80,000	127,270	116,000

STAFF TOTALS

Core staff FTE	2	18.00	20.00	20.00	20.00	21.00
Non staff FTE		18.00	8.00	8.00	8.00	-
PG Staff	-	18.00	20.00	21.00	18.00	20.00
Total staff salaries, less summer		861,511	1,090,270	1,110,000	1,150,000	1,200,000
Total staff salaries, less summer		861,511	1,090,270	1,090,000	1,110,000	1,150,000
Summer staff salary, less summer		44,013	44,012	44,704	46,200	41,700

Personnel Salaries and Benefits, v2.3

6/3/07

Achievement Frustratory

144,000

Allocation		5.00	6.00	7.00	8.00	9.00
TOTAL		5.00	6.00	7.00	8.00	9.00

Table 16: Employee Benefits							
Personnel Services Group							
Position Code	100%	100%	100%	100%	100%	100%	
Position Code: 000000	0%	0%	0%	0%	0%	0%	
1000 - Retirement plan (annual)		24,000	24,000	24,000	24,000	24,000	
Personnel Services Group							
Monthly Group Health Insurance, 100%		0%	0%	0%	0%	0%	
- Staff		0%	0%	0%	0%	0%	
- Employer contribution		0%	0%	0%	0%	0%	
1010 - Health Insurance		40,000	40,000	40,000	40,000	40,000	
Personnel Services Group							
Monthly Group Life Insurance, 100%		0%	0%	0%	0%	0%	
- Staff		0%	0%	0%	0%	0%	
- Employer contribution		0%	0%	0%	0%	0%	
1020 - Group Life Insurance		0%	0%	0%	0%	0%	
Personnel Services Group							
1030 - Short-term disability insurance		0%	0%	0%	0%	0%	
1040 - Long-term disability insurance		0%	0%	0%	0%	0%	
1050 - Workers' Compensation		0%	0%	0%	0%	0%	
1060 - Pension Plan (Staff)		0%	0%	0%	0%	0%	
1070 - Dental Insurance		0%	0%	0%	0%	0%	
TOTAL, Employee Benefits		64,000	64,000	64,000	64,000	64,000	
Personnel Services Group							
1080 - Health Insurance (Staff)		24,000	24,000	24,000	24,000	24,000	100%
1090 - Group Life Insurance (Staff)		0%	0%	0%	0%	0%	0%
1100 - Workers' Compensation (Staff)		0%	0%	0%	0%	0%	0%
TOTAL, Health Insurance		24,000	24,000	24,000	24,000	24,000	
TOTAL, Line 16		88,000	88,000	88,000	88,000	88,000	

Table 17: Employee Benefits							
Personnel Services Group							
1110 - Temporary contract hire		0%	0%	0%	0%	0%	
1120 - Temporary contract hire		0%	0%	0%	0%	0%	
Personnel Services Group							
1130 - Temporary contract hire		0%	0%	0%	0%	0%	
1140 - Temporary contract hire		0%	0%	0%	0%	0%	
TOTAL, Staff Expenses		0%	0%	0%	0%	0%	
Personnel Services Group							
1150 - Temporary contract hire		0%	0%	0%	0%	0%	
1160 - Temporary contract hire		0%	0%	0%	0%	0%	
TOTAL, Staff Expenses		0%	0%	0%	0%	0%	
TOTAL, Line 17		0%	0%	0%	0%	0%	

Table 18: Staff Development Costs							
1170 - Staff development costs		0%	0%	0%	0%	0%	
1180 - Staff development costs		0%	0%	0%	0%	0%	
TOTAL, Staff Development Costs		0%	0%	0%	0%	0%	

Personnel Salaries and Benefits, v2.3

4/1/07

Advancement Preparatory

194,000

Professional Development Staff	10,000	10,000	10,000	10,000	10,000
PROF. Staff Development Staff					
TOTAL - Line 18		10,000	10,000	10,000	10,000

Line 19 - CONTINGENT EMPLOYMENT					
Salaries of the employees	107,000	1,000,000	1,000,000	1,000,000	1,000,000
PROF. Contingent Employment					
Total Advancement					

Direct Student Costs, v2.2

4/1/07

Achievement Preparatory

Recorded: FALSE

Description	0007-08	0708-09	0909-10	0710-11	0911-12	0712-13	Calc	Comment
Line 18: Textbooks								
Textbooks / stu		258	258	268	273	281		Avg DCPCL, inv by int
0000 - Student textbooks		25,800	11,905	12,058	11,948	-		(S) (Student) x (P) (Average)
TOTAL: Line 18	-	25,800	11,905	12,058	11,948	-		
Line 20: Student Supplies								
Supplies / student		328	327	333	340	348		Avg DCPCL, inv by int
0000 - Student supplies, supplies		25,400	26,326	27,054	28,070	28,808		(S) (Student) x (P) (Average)
Uniforms / stu		75	77	80	82	84		Avg DCPCL, inv by int
0000 - Student uniforms		8,500	11,442	17,713	20,838	22,483		(S) (Student) x (P) (Average)
TOTAL: Line 20	-	25,400	37,768	44,767	48,908	51,291		
Line 21: Library and Media Center Materials								
Library: New Classroom		-	-	-	-	-		Avg DCPCL, inv by int
0000 - Library & media materials		-	-	-	-	-		
TOTAL: Line 21	-	-	-	-	-	-		
Classroom Computers (Capital Budget)								
Student computer		1,000	1,000	1,001	1,003	1,005		Avg DCPCL, inv by int
Computers / computer lab		-	25	-	25	-		
0000 - Computers - Classroom		-	25,000	-	25,000	-		(S) (Computer) x (P) (Average)
0000 - Computers / Classroom		-	-	-	-	25,000		25,000
Teacher computers		1,000	1,000	1,001	1,003	1,005		Avg DCPCL, inv by int
New Teachers		11	8	7	8	-		After Teachers
0000 - Computers - Classroom		11,000	8,000	7,000	-	-		(S) (Teacher) x (P) (Average)
0000 - Computers / Classroom		-	-	-	11,000	8,000		1 year lease
TOTAL: Just Computers		11,000	8,000	7,000	11,000	8,000		
TOTAL: Classroom Compute	-	11,000	23,700	7,000	26,000	23,700		
Classroom Furniture and Supplies (Capital Budget)								
Furniture \$ / New Classroom		5,000	5,240	5,457	5,740	5,994		Avg DCPCL, inv by int
New Classrooms		4	3	3	3	-		(S) (Classroom)
0000 - FF&S / Classroom		45,200	24,700	25,400	26,220	-		(S) (Classroom) x (P) (Average)
TOTAL: Classroom Furniture	-	45,200	24,700	25,400	26,220	-		
Line 22: Student Assessment Materials								
Assessment / Student		75	77	80	82	84		Avg DCPCL, inv by int
0000 - Student assessment materials		6,000	11,442	17,713	21,300	22,483		(S) (Student) x (P) (Average)
TOTAL: Line 22	-	6,000	11,442	17,713	21,300	22,483		
Line 23: Contracted Student Services								
Special Education Services / Student		200	200	210	225	230		Avg DCPCL, inv by int

Direct Student Costs, v2.2

4/1/07

Achievement Preparatory

Recorded

FALSE

9000 - Contracted instruction fees	15,200	11,716	11,947	17,211	19,019	117 students x \$162.50
Instruction fee	-	-	-	-	-	
9000 - Contracted instruction fees	-	-	-	-	-	
9000 - Inst. design & eval fees	-	-	-	-	-	
TOTAL: Line 23	-	11,716	11,947	17,211	19,019	

Line 24: Miscellaneous Student Costs **						
Recording / new stu	88	52	63	10	88	Avg DOPCB, Inst by Inst
New students before admission	88	88	88	88	88	
9000 - Student recording	10,000	2,000	2,100	2,210	2,210	(Students x \$162.50)
Record fee	-	-	-	-	-	Avg DOPCB, Inst by Inst
9000 - Other student expenses	-	-	-	-	-	
Other fee	-	-	-	-	-	Avg DOPCB, Inst by Inst
9000 - Other student expenses	-	-	-	-	-	
TOTAL: Line 24	10,000	2,000	2,100	2,210	2,210	

Line 25: CONTINGENCY (Multiple)						
Expenses of this worksheet	10,000	172,488	187,542	207,139	209,383	226,898
9000 - Contingency expenses	500	9,520	9,517	10,100	10,463	11,330
END WORKSHEET						

Office Expenses, v2.2

4/1/07

Achievement Preparatory

Revised:

True

Description	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Sum	Comments
Line 00: Office Supplies and Materials								
Books / Student		100	100	200	200	200	Avg DCPCL, max by min	
0000: Office supplies	1,100	12,000	14,000	14,000	15,000	16,000	15,100	(11 students) x (14 students)
TOTAL: Line 00	1,100	12,100	14,100	14,200	15,200	16,200		
Line 01: Office Furnishings and Equipment (Excludes Range)								
Furniture / new 00		300	300	300	300	300	Avg DCPCL, max by min	
0000: 0040: Administration	4,000	1,000	8,000	8,000	8,000	-	5,000	(10 new 0040)
Computer / 00	1,000	1,000	1,000	1,000	1,000	1,000	Avg DCPCL, max by min	
New Staff, new new T, TA	4	4	4	4	4	-	-	
0000: Computers / Administration	4,000	1,000	8,000	8,000	8,000	-	5,000	(10 computers) x (10 new 0040)
0000: Computers / Administration	20,000	-	-	-	4,000	-	4,000	Avg DCPCL, for 10 x 1000
0000: Computers / Administration	1,000	-	-	-	-	-	-	Avg DCPCL, for 10 x 1000
TOTAL: Office Furnishings and Equipment	1,000	21,300	8,800	8,700	9,700	-		
Line 02: Office Equipment, Rental and Maintenance								
Copy / Rent	1,00	1,10	1,20	1,30	1,40	1,50	10	10 Students per copy
Others	2,00	2,00	2,00	4,00	4,00	4,00	-	
Copy lease & repair fee	400	400	417	400	400	400	Avg DCPCL, max by min	
0000: Equipment rent & maintenance	10,000	10,000	10,000	10,000	10,000	10,000	10,000	(10 students) x (10 students)
TOTAL: Line 02	-	10,500	10,617	15,300	15,800	16,300		
Line 03: Telephone/Communications								
Telephone / Month	400	400	417	400	400	400	Avg DCPCL, max by min	
0000: Telephone & Internet	1,000	1,000	1,000	1,000	1,000	1,000	1,000	(10 students) x (10 students)
Staff with mobile phones	-	-	-	-	-	-	-	
Mobile phone / Month	-	-	-	-	-	-	-	Avg DCPCL, max by min
0000: Telephone & Communications	-	-	-	-	-	-	-	
TOTAL: Line 03	1,400	1,400	1,417	1,400	1,400	1,400		
Line 04: Legal, Accounting and Payroll Services								
0000: Legal fees	10,000	10,000	10,000	10,000	10,000	10,000	10,000	Avg DCPCL, max by min
Accounting								
0000: Accounting, auditing, etc.	10,000	10,000	10,000	10,000	10,000	10,000	10,000	Avg DCPCL, max by min
Auditing								
0000: Accounting, auditing, payroll	1,000	10,000	10,000	10,000	10,000	10,000	10,000	Avg DCPCL, max by min
Payroll / staff	10	10	10	10	10	10	10	Avg DCPCL, max by min
0000: Accounting, auditing, payroll	11,000	10,000	10,000	10,000	10,000	10,000	10,000	(10 students) x (10 students)
TOTAL: Line 04	21,000	30,000	30,000	30,000	30,000	30,000		
Line 05: Printing and Copying								
Printing / Student		20	20	20	20	20	Avg DCPCL, max by min	
0000: Printing & illustration	1,000	1,000	1,000	1,000	1,000	1,000	1,000	(10 students) x (10 students)
TOTAL: Line 05	1,000	1,200	1,200	1,200	1,200	1,200		
Line 06: Postage and Mailing								
Postage / Student		10	10	10	10	10	10	10 x 10 students, inflation
0000: Postage, shipping, etc.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	(10 students) x (10 students)
TOTAL: Line 06	1,000	1,000	1,000	1,000	1,000	1,000		
Line 07: Other								
Staff Recruiting / 1000	100	100	100	100	100	100	Avg DCPCL, Exp	

Office Expenses, v2.2

4/1/07

Achievement Preparatory

Revised

19,8

1000 : Staff working	1,000	8,000	4,500	4,000	4,000	4
Staff Background Checks for 8	75	75	75.00	75.00	75.00	75.00
2010 : Staff background check	1,500	1,000	2,000	1,100	1,100	2,100
Staff Meals (100)		0	0	0	0	0
1000 : Staff meals, snacks, & so		0	0	0	0	0
Computer support fees / student		00	00	00	00	01
2000 : Computer support fees	0,000	0,000	10,000	11,000	11,000	11,000
2000 : Computer support fees						11,000
TOTAL : Line 10	1,100	14,000	14,000	11,200	11,200	14,000

1000 : (b) CONTINGENCY (Months)						
Expenses on this worksheet	50,700	100,200	100,000	201,000	200,000	100,000
2000 : Contingency expenses	1,500	6,000	6,000	11,000	11,000	14,000

END WORKSHEET

Occupancy Expenses, v2.2

Achievement Preparatory

4/1/07

Revised: TRUE

Description	09/07-08	07/08-09	06/09-10	05/10-11	04/11-12	03/12-13	Calc	Comments
More AFTER year 0:	0	1	2	3	4	5		
Estimate								
Students	-	525	174	223	266	288		
SP / DL Estimated	85	85	85	85	85	85	SP (Spd) - 100 (sped)	
SP Estimated	-	10,000	14,766	10,001	10,000	10,000		
Facility Fee (Estimated)	-	14,766	14,766	21,639	22,639	22,639		
Annual % / SP	-	17.00	17.01	22.00	22.00	22.00	Ind by Inflation	
20000 - Rev	-	21,639	21,639	43,278	43,277	43,277	(11,000 / 100) * (0.02)	
TOTAL Line 01	-	21,639	21,639	43,278	43,277	43,277		
Line 02: Building Maintenance and Repairs								
B202: Maintenance and repairs	-	5,016	5,016	5,000	5,000	5,000	0.04 * 124,817 AGU DOPC	
TOTAL Line 02	-	5,016	5,016	5,000	5,000	5,000		
Renovation/renov. Improvements (Capital Budget)								
Capital Improvement % of Bldg								
B100: Renovation improvements	-	25,000	-	25,000	-	-	Table DOPC 2006	
B100: Facility contracting fees	-	-	-	-	-	-		
TOTAL Renovation/Improvements	-	25,000	-	25,000	-	-		
Line 03: Utilities								
B300: Utilities & garbage removal	-	12,572	12,548	12,500	12,500	12,513	8% of 124,817 AGU DOPC	
Utilities / Month	-	1,048	1,046	1,042	1,042	1,043		
TOTAL Line 03	-	12,572	12,548	12,500	12,500	12,513		
Line 04: Industrial Supplies								
Industrial Supplies / Month	-	500	518	500	540	563	Avg DOPC, Ind by Ind	
B400: Industrial supplies	-	6,000	6,216	6,000	6,480	6,756	(50000 / 12) * 1.02	
TOTAL Line 04	-	6,000	6,734	6,500	6,920	7,319		
Line 05: Contracted Building Services								
Contracted building services / month	-	300	306	312	318	325	Avg DOPC, Ind by Ind	
B500: Contracted building services	-	3,600	3,672	3,744	3,816	3,900	(300000 / 12) * 1.02	
Contracted building services / month	-	3,000	3,060	3,096	3,216	3,266	(300000 / 12) * 1.02	
TOTAL Line 05	-	3,600	3,672	3,744	3,816	3,900		
Line 06: Contingency (Sample)								
Expense on this worksheet	-	124,816	119,862	100,871	912,487	900,000		
B600: Contingency Expenses	-	5,732	5,560	19,200	18,319	18,311	0.01	
Facility Expenses	-	124,816	119,862	100,871	912,487	900,000		
END WORKSHEET								

General Expenses, v2.2

4/1/07

Achievement Preparatory

Revised: TRUE

Description	07/07-08	07/08-09	07/09-10	07/10-11	07/11-12	07/12-13	Calc	Comments
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Line 37: Insurance								
Insurance - Student		100	100	100	100	110	Avg DOPCS, most by self	
8100 - Business Insurance	1,000	12,000	17,000	23,000	28,000	33,000		100% Student
TOTAL: Line 37	1,000	12,000	17,000	23,000	28,000	33,000		

Line 38: Transportation								
Travel - staff		100	100	100	100	100	Avg DOPCS, most by self	
8130 - Staff travel (most by self)	-	2,100	4,800	6,400	6,000	7,000		100% by self
Trip cost / mile	85	60	60	60	60	60	Avg DOPCS, most by self	
Trip / mile	2	2	2	2	2	2	Avg DOPCS	
8100 - Student travel / long trips	20,400	45,700	60,200	74,200	86,000	96,000		100% by self
TOTAL: Line 38	-	51,100	69,700	80,600	91,000	99,000		

Line 39: Food Service								
Cash cost	1.00	1.00	1.00	1.00	1.00	1.00	Avg DOPCS, most by self	
Annual lunch count	20,000	20,000	20,000	20,000	20,000	20,000	From "Row Field"	
Total - Annual lunch	20,000	20,000	20,000	20,000	20,000	20,000	(continued) x (months)	
Continental	1.00	1.00	1.00	1.00	1.00	1.00	Avg DOPCS, most by self	
Annual breakfast count	20,000	20,000	20,000	20,000	20,000	20,000	From "Row Field"	
Total - Annual breakfast	20,000	20,000	20,000	20,000	20,000	20,000	(continued) x (months)	
8100 - Food service fees	-	40,000	40,000	40,000	40,000	40,000		100% by self
TOTAL: Line 39	-	40,000	40,000	40,000	40,000	40,000		

Line 40: Administration Fee (to PCSD)								
8110 - Administrative fees	7,000	11,500	11,500	11,500	11,500	11,500		100% by self
TOTAL: Line 40	7,000	11,500	11,500	11,500	11,500	11,500		

Line 41: CBO Fee or Transfer								
8120 - Management fees	-	-	-	-	-	-		
TOTAL: Line 41	-	-	-	-	-	-		

Line 42: Other General Expense								
8170 - Printing fees	-	-	-	-	-	-		
8180 - Other professional fees	-	-	-	-	-	-		
8190 - Deleted services expenses	-	-	-	-	-	-		
8200 - Dues, fees, and fees	-	-	-	-	-	-		
8210 - Dues, fees, and fees	-	-	-	-	-	-		
8220 - Dues, fees, and fees	-	-	-	-	-	-		
8230 - Dues, fees, and fees	-	-	-	-	-	-		
8240 - Dues, fees, and fees	-	-	-	-	-	-		
8250 - Dues, fees, and fees	-	-	-	-	-	-		
8260 - Dues, fees, and fees	-	-	-	-	-	-		
8270 - Dues, fees, and fees	-	-	-	-	-	-		
8280 - Dues, fees, and fees	-	-	-	-	-	-		
8290 - Dues, fees, and fees	-	-	-	-	-	-		
8300 - Dues, fees, and fees	-	-	-	-	-	-		
8310 - Dues, fees, and fees	-	-	-	-	-	-		
8320 - Dues, fees, and fees	-	-	-	-	-	-		
8330 - Dues, fees, and fees	-	-	-	-	-	-		
8340 - Dues, fees, and fees	-	-	-	-	-	-		
8350 - Dues, fees, and fees	-	-	-	-	-	-		
8360 - Dues, fees, and fees	-	-	-	-	-	-		
8370 - Dues, fees, and fees	-	-	-	-	-	-		
8380 - Dues, fees, and fees	-	-	-	-	-	-		
8390 - Dues, fees, and fees	-	-	-	-	-	-		
8400 - Dues, fees, and fees	-	-	-	-	-	-		
8410 - Dues, fees, and fees	-	-	-	-	-	-		
8420 - Dues, fees, and fees	-	-	-	-	-	-		
8430 - Dues, fees, and fees	-	-	-	-	-	-		
8440 - Dues, fees, and fees	-	-	-	-	-	-		
8450 - Dues, fees, and fees	-	-	-	-	-	-		
8460 - Dues, fees, and fees	-	-	-	-	-	-		
8470 - Dues, fees, and fees	-	-	-	-	-	-		
8480 - Dues, fees, and fees	-	-	-	-	-	-		
8490 - Dues, fees, and fees	-	-	-	-	-	-		
8500 - Dues, fees, and fees	-	-	-	-	-	-		
8510 - Dues, fees, and fees	-	-	-	-	-	-		
8520 - Dues, fees, and fees	-	-	-	-	-	-		
8530 - Dues, fees, and fees	-	-	-	-	-	-		
8540 - Dues, fees, and fees	-	-	-	-	-	-		
8550 - Dues, fees, and fees	-	-	-	-	-	-		
8560 - Dues, fees, and fees	-	-	-	-	-	-		
8570 - Dues, fees, and fees	-	-	-	-	-	-		
8580 - Dues, fees, and fees	-	-	-	-	-	-		
8590 - Dues, fees, and fees	-	-	-	-	-	-		
8600 - Dues, fees, and fees	-	-	-	-	-	-		
8610 - Dues, fees, and fees	-	-	-	-	-	-		
8620 - Dues, fees, and fees	-	-	-	-	-	-		
8630 - Dues, fees, and fees	-	-	-	-	-	-		
8640 - Dues, fees, and fees	-	-	-	-	-	-		
8650 - Dues, fees, and fees	-	-	-	-	-	-		
8660 - Dues, fees, and fees	-	-	-	-	-	-		
8670 - Dues, fees, and fees	-	-	-	-	-	-		
8680 - Dues, fees, and fees	-	-	-	-	-	-		
8690 - Dues, fees, and fees	-	-	-	-	-	-		
8700 - Dues, fees, and fees	-	-	-	-	-	-		
8710 - Dues, fees, and fees	-	-	-	-	-	-		
8720 - Dues, fees, and fees	-	-	-	-	-	-		
8730 - Dues, fees, and fees	-	-	-	-	-	-		
8740 - Dues, fees, and fees	-	-	-	-	-	-		
8750 - Dues, fees, and fees	-	-	-	-	-	-		
8760 - Dues, fees, and fees	-	-	-	-	-	-		
8770 - Dues, fees, and fees	-	-	-	-	-	-		
8780 - Dues, fees, and fees	-	-	-	-	-	-		
8790 - Dues, fees, and fees	-	-	-	-	-	-		
8800 - Dues, fees, and fees	-	-	-	-	-	-		
8810 - Dues, fees, and fees	-	-	-	-	-	-		
8820 - Dues, fees, and fees	-	-	-	-	-	-		
8830 - Dues, fees, and fees	-	-	-	-	-	-		
8840 - Dues, fees, and fees	-	-	-	-	-	-		
8850 - Dues, fees, and fees	-	-	-	-	-	-		
8860 - Dues, fees, and fees	-	-	-	-	-	-		
8870 - Dues, fees, and fees	-	-	-	-	-	-		
8880 - Dues, fees, and fees	-	-	-	-	-	-		
8890 - Dues, fees, and fees	-	-	-	-	-	-		
8900 - Dues, fees, and fees	-	-	-	-	-	-		
8910 - Dues, fees, and fees	-	-	-	-	-	-		
8920 - Dues, fees, and fees	-	-	-	-	-	-		
8930 - Dues, fees, and fees	-	-	-	-	-	-		
8940 - Dues, fees, and fees	-	-	-	-	-	-		
8950 - Dues, fees, and fees	-	-	-	-	-	-		
8960 - Dues, fees, and fees	-	-	-	-	-	-		
8970 - Dues, fees, and fees	-	-	-	-	-	-		
8980 - Dues, fees, and fees	-	-	-	-	-	-		
8990 - Dues, fees, and fees	-	-	-	-	-	-		

General Expenses, v2.2

4/1/07

Achievement Preparatory

Revised

1,112

8100 - Real estate charges	-	-	-	-	-	-
8200 - Dues, fees, and fines	-	-	-	-	-	-
8300 - Depreciation expense	-	-	-	-	-	-
8400 - Other expenses	-	-	-	-	-	-
TOTAL: Line 82	-	-	-	-	-	-

Line 15: CONTRACT (Mature)						
Expenses for this contract	1,000	138,229	218,361	258,710	268,827	268,827
8500 - Unrecovered expenses	5	6,877	11,548	14,430	17,600	18,140
END WORKSHEET						

Student Population, v2.2

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Achievement Preparatory

Description	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13	Gap	Comment
Classrooms								
Classroom Classrooms								
4th		20	20	20	20	20	20.00	
5th		20	20	20	20	20	20.00	
6th		20	20	20	20	20	20.00	
7th		20	20	20	20	20	20.00	
8th		20	20	20	20	20	20.00	
Classroom Classrooms								
9th	-	3	3	3	3	3		
10th	-	3	3	3	3	3		
11th	-	-	3	3	3	3		
12th	-	-	-	3	3	3		
13th	-	-	-	-	2	3		
Classroom Classrooms								
Total Classrooms	-	4	6	10	10	18		
New Classrooms	-	4	6	3	3	-		
Growth	1.00	1.00	1.00	1.30	1.20	1.00		

Students								
Students by Grade								
4th	-	60	60	60	60	60		
5th	-	60	60	60	60	60		
6th	-	-	54	54	54	54	10% Addition	
7th	-	-	-	49	49	49	10% Addition	
8th	-	-	-	-	44	44	10% Addition	
4th-8th	-	120	120	120	120	120		
9th-13th	-	-	54	103	140	140		
Students by Grade								
Students	-	120	174	223	260	260		
Student Gap	60	120	54	49	44	-		
Student Growth	1.00	1.00	1.45	1.28	1.20	1.00		
Student Growth & Addition	1.00	1.00	1.45	1.28	1.20	1.00		
Students by Grade								
A: PK3, PK4 year-olds	-	-	-	-	-	-		
B: Kindergarten and above	-	120	174	223	260	260		
C: Total Students	-	120	174	223	260	260		
Total vs. Percentage (PK)		100%	100%	100%	100%	100%		

Students by Grade								
English Students (PK)	-	120	174	223	260	260	10%	
Level 1	-	7.00	10.00	10.00	10.00	10.00	10%	8.0%
Level 2	-	8.00	7.00	8.00	11.00	11.00	10%	8.0%
Level 3	-	8.00	8.00	8.00	4.00	4.00	10%	1.0%
Level 4	-	-	-	-	-	-	10%	8.0%
Spillover	-	10.00	114.00	140.00	167.00	167.00		
Spillover Gap	-	1.00	2.00	3.75	4.00	4.00		
Total - Spillover Students	-	14.00	89.00	38.00	38.00	38.00	100%	
New Spillover Students	-	14.00	8.00	8.00	4.00	-		

Student Population, v2.2
Achievement Preparatory

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LEP/NEP Students							
Percent - LEP/NEP	8%	11%	17%	17%	18%	17%	
Total - LEP/NEP Students	-	-	-	-	-	-	

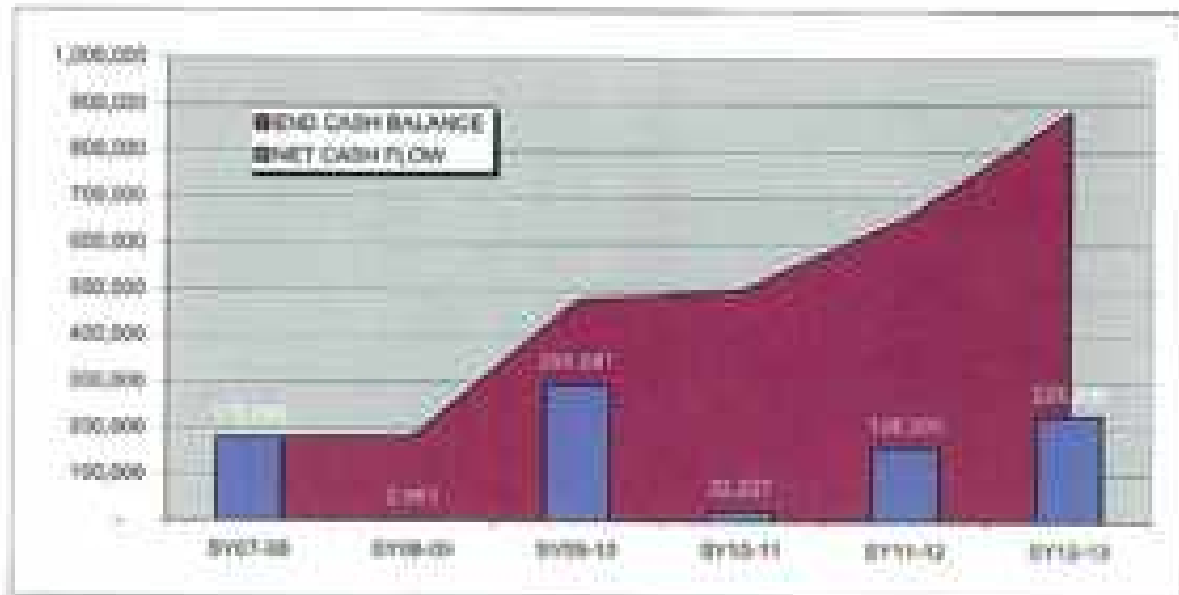
Federal Funding Eligible Students							
Total / Percent	73.8%	74.2%	74.2%	73.2%	73.0%	73.2%	8.3%
Total / Students	-	88	128	184	194	193	
NSLP - Free Students	88%	87%	87%	88%	88%	88%	88%
NSLP - Reduced Students	8%	7%	7%	7%	7%	7%	10%
C. Paid Students	80%	80%	80%	80%	80%	80%	Check/Checked

Summer School							
Summer Students - Paid	-	-	58	87	111	118	10%
Summer Students - Actual	-	-	-	-	-	-	-

2000 Summer							
TOTAL - AC Students	-	0	0	0	0	0	8%

Contingency Budget

Five-Year Snapshot, v2.2 (Contingency) **Achievement Preparatory**



	FY07-08	FY08-09	FY09-10	FY10-11	FY11-12	FY12-13
INCOME						
Students	-	90	119	229	268	268
REVENUE						
04 - Per-Pupil Revenue	-	1,115,977	1,290,369	1,002,411	1,719,006	1,894,558
05 - Other Public Revenue	120,000	340,000	477,500	363,968	449,379	457,337
06 - Private Revenue	230,000	25,000	53,000	70,961	68,266	91,813
TOTAL INCOME	350,000	1,482,548	1,821,748	1,437,340	4,236,651	4,444,018
ORDINARY EXPENSE						
07 - Staff Related Expenses	128,100	737,820	1,349,664	2,440,621	2,945,899	2,523,008
08 - Occupancy Expenses	-	263,918	319,802	380,513	612,467	630,589
09 - Additional Expenses	28,333	262,844	501,349	750,082	937,262	936,102
TOTAL EXPENSE	156,433	1,264,582	2,170,815	3,571,216	4,535,628	4,189,700
NET ORDINARY INCOME	193,567	217,966	650,933	116,124	700,023	254,318
ADDITIONAL CASH FLOW ADJUSTMENTS						
(Increase/Decrease in Net Fixed Assets)	(3,000)	(245,000)	(14,366)	(68,317)	(68,308)	(25,190)
NET CASH FLOW	179,308	-27,034	636,567	47,807	631,715	229,128
CASH BALANCE						
Beginning Cash Balance	-	179,308	152,274	477,810	909,525	898,637
Change in Cash	179,308	-27,034	636,567	47,807	631,715	229,128
END CASH BALANCE	179,308	152,274	477,810	909,525	909,525	898,637

Five-Year Forecast (Detailed), v2.2 (Contingency)
Achievement Preparatory

4/1/07

	0707-08	0708-09	0709-10	0710-11	0711-12	0712-13
REVENUE						
04 - Per-Pupil Revenue						
400 - Per-Pupil Operating Revenue						
4000 - Per-pupil alloc	-	775,457	1,536,328	2,004,271	2,494,999	2,886,504
4010 - Per-pupil special ed funding	-	66,306	106,707	163,236	273,189	316,675
Total 400 - Per-Pupil Operating Revenue	-	827,773	1,710,909	2,298,176	2,809,027	3,204,720
410 - Per-Pupil Facility Revenue						
4100 - Per-pupil facility alloc	-	298,204	573,951	756,239	991,979	909,938
Total 410 - Per-Pupil Facility Revenue	-	298,204	573,951	756,239	991,979	909,938
Total 04 - Per-Pupil Revenue	-	1,115,877	2,298,866	3,053,411	3,754,905	3,894,658
05 - Other Public Revenue						
500 - Public Grants						
5000 - HCLB grants	-	82,886	164,370	241,868	296,752	354,291
5010 - Title VI grants	120,000	200,000	200,000	-	-	-
Total 500 - Public Grants	120,000	282,886	364,370	241,868	296,752	354,291
510 - Public Programs						
5100 - National food program	-	67,054	93,186	122,007	149,927	133,240
Total 510 - Public Programs	-	67,054	93,186	122,007	149,927	133,240
Total 05 - Other Public Revenue	120,000	349,940	457,556	363,865	446,679	487,531
06 - Private Revenue						
600 - Private Grants						
6020 - Foundation/trust grants	230,000	-	-	-	-	-
Total 600 - Private Grants	230,000	-	-	-	-	-
640 - School Sales						
6400 - Food resale sales	-	21,146	46,811	82,166	77,363	66,194
6420 - Student uniform sales	-	2,375	6,721	8,898	16,914	17,245
Total 640 - School Sales	-	23,521	53,532	70,961	94,266	83,439
Total 06 - Private Revenue	230,000	23,521	53,532	70,961	94,266	83,439
TOTAL REVENUE	350,000	1,489,348	2,811,748	3,487,337	4,295,691	4,465,637
ORDINARY EXPENSE						
07 - Staff Related Expense						
700 - Contractual Salaries						
7000 - Leadership salaries	30,000	115,000	115,460	122,304	125,664	126,434
7010 - Teacher salaries	-	225,000	241,600	1,696,581	1,348,331	1,386,067
7030 - Other contractual salaries	-	85,000	106,600	204,600	210,660	217,326
Total 700 - Contractual Salaries	30,000	395,000	463,660	1,943,484	1,684,655	1,729,827
710 - Supplemental Service Salaries						
7120 - Front office staff salaries	-	40,000	79,266	79,466	117,872	121,911
7130 - Business, operational salaries	-	80,000	91,300	93,046	94,636	96,276
7180 - Other service salaries	30,000	81,300	83,946	84,896	107,276	110,464
Total 710 - Supplemental Service Salaries	30,000	191,300	194,512	197,408	219,784	228,651
720 - Management/Development Salaries						
7200 - Executive salaries	70,000	70,000	77,200	79,566	81,666	84,412
7210 - Development salaries	-	-	60,000	61,600	63,604	66,664
Total 720 - Management/Development Sal	70,000	70,000	137,200	141,166	145,269	149,077
740 - Employee Benefits						

Five-Year Forecast (Detailed), v2.2 (Contingency)
Achievement Preparatory

4/1/07

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
7400 - Retirement plan costs	-	18,348	28,247	91,329	84,107	88,186
7410 - Health insurance	-	27,000	97,298	91,189	103,243	106,361
Total 740 - Employee Benefits	-	45,348	125,545	182,518	187,350	194,547
750 - Payroll Taxes						
7500 - Social security & Medicare	-	49,793	90,080	130,890	160,473	168,792
7510 - State unemployment tax	-	3,000	5,000	8,300	11,600	10,300
Total 750 - Payroll Taxes	-	49,793	95,080	139,190	172,073	179,092
760 - Professional Development						
7600 - Staff development (non-travel)	-	10,000	10,000	10,000	10,000	10,000
Total 760 - Professional Development	-	10,000	10,000	10,000	10,000	10,000
770 - Contracted Staff						
7710 - Temporarily contract help	2,000	13,500	26,893	35,433	43,556	44,965
Total 770 - Contracted Staff	2,000	13,500	26,893	35,433	43,556	44,965
780 - Other Staff Expense						
7800 - Staff housing	1,000	5,000	7,000	4,000	4,000	-
7810 - Staff background checks	100	800	2,000	3,100	3,100	3,100
7820 - Staff travel (non-development)	-	1,800	4,517	5,411	6,584	7,000
Total 780 - Other Staff Expense	1,100	7,700	13,517	12,511	14,004	10,240
Total 87 - Staff Related Expense	128,100	737,833	1,548,993	2,948,821	2,948,889	3,621,383
88 - Occupancy Expense						
880 - Occupancy Rent Expense						
8800 - Rent	-	251,430	258,373	498,000	512,997	528,387
Total 880 - Occupancy Rent Expense	-	251,430	258,373	498,000	512,997	528,387
810 - Occupancy Service Expense						
8100 - Utilities & garbage removal	-	12,372	12,948	24,060	25,000	25,474
8110 - Contracted building services	-	18,500	21,944	47,231	58,207	59,904
8120 - Maintenance and repairs	-	5,916	5,916	9,068	9,068	9,068
8130 - Janitorial supplies	-	6,000	6,186	8,365	8,588	8,750
Total 810 - Occupancy Service Expense	-	42,788	46,094	87,664	99,863	102,196
Total 88 - Occupancy Expense	-	294,218	304,467	585,664	612,860	630,583
89 - Additional Expense						
890 - Direct Student Expense						
8900 - Student supplies, snacks	-	16,000	54,428	51,954	54,028	55,949
8910 - Student assessment materials	-	4,700	13,442	17,712	21,826	22,493
8920 - Student textbooks	-	23,500	21,000	12,000	11,940	-
8930 - Student uniforms	-	6,780	13,442	17,712	21,826	22,493
8940 - Contracted instruction fees	-	27,089	62,768	70,847	87,211	88,888
8950 - Field service fees	-	75,200	198,792	166,202	227,000	238,919
8970 - Student travel / field trip	-	15,360	45,711	60,200	76,214	76,441
8980 - Student housing	10,000	3,000	3,060	3,160	3,275	-
8990 - Other student expenses	-	-	-	-	-	-
Total 890 - Direct Student Expense	10,000	171,369	398,791	418,719	511,443	511,184
910 - Office Expense						
9100 - Office supplies	1,500	17,700	34,043	44,870	55,207	56,006
9110 - Equipment rent & maintenance	-	16,800	16,888	17,187	23,803	24,311
9120 - Telephone & telecommunications	3,000	5,400	5,562	5,729	5,901	6,078
9130 - Postage, shipping, delivery	1,500	1,360	2,688	3,542	4,358	4,497

Five-Year Forecast (Detailed), v2.2 (Contingency)
Achievement Preparatory

4/1/07

	07/07-08	07/08-09	07/09-10	07/10-11	07/11-12	07/12-13
0140 - Printing & Supplies	3,000	3,350	4,481	5,904	7,278	7,494
Total 010 - Office Expense	7,500	30,300	63,469	77,291	95,442	95,558
020 - Business Expense						
0200 - Business Insurance	1,500	9,800	17,002	25,819	29,104	29,927
0210 - Auditorial fees	-	5,580	11,454	15,282	18,790	19,479
0220 - Accounting, auditing, payroll	18,500	45,400	73,889	75,005	79,458	81,338
0240 - Legal fees	-	55,000	58,000	71,768	94,884	119,679
0260 - Computer support fees	-	4,500	8,389	10,627	13,587	13,490
Total 020 - Business Expense	20,000	115,280	147,150	197,787	235,842	261,366
030 - Operating Contingency						
0300 - Unknown expenses	3,000	25,814	41,038	58,315	64,633	64,309
Total 030 - Operating Contingency	3,000	25,814	41,038	58,315	64,633	64,309
Total 00 - Additional Expense	56,500	352,844	381,946	739,562	987,842	938,182
TOTAL ORDINARY EXPENSE	167,713	1,244,387	2,451,891	3,376,494	4,065,922	4,183,974
NET ORDINARY INCOME	162,268	97,981	369,947	119,844	228,759	254,836
1000 - Depreciation Expense	-	-	-	-	-	-
1200 - Interest payments	-	-	-	-	-	-
NET INCOME	162,268	97,981	369,947	119,844	228,759	254,836
CASH FLOW ADJUSTMENTS						
(incr) / Decr in Net Fixed Assets						
(incr) / Decr in Operating Net Fixed Assets						
1600 - FF&E - Classroom	-	(32,000)	(41,000)	(26,400)	(29,229)	-
1610 - FF&E - Administration	-	(3,000)	(4,300)	(3,940)	(5,823)	-
1620 - Computers - Classroom	-	(14,000)	(38,750)	(7,400)	(32,800)	(25,750)
1630 - Computers - Administration	(3,000)	(24,000)	(3,000)	(3,193)	(6,598)	-
Total (incr) / Decr in Operating Net Flow	(3,000)	(73,000)	(86,750)	(39,813)	(68,229)	(25,750)
(incr) / Decr in Facilities Net Fixed Assets						
1650 - Leasehold Improvements	-	(25,000)	-	(50,000)	-	-
Total (incr) / Decr in Facilities Net Fixed	-	(25,000)	-	(50,000)	-	-
Total (incr) / Decr in Net Fixed Assets	(3,000)	(98,000)	(86,750)	(89,813)	(68,229)	(25,750)
TOTAL CASH FLOW ADJUSTMENTS	(3,000)	(98,000)	(86,750)	(89,813)	(68,229)	(25,750)
Beginning Cash Balance	-	179,268	192,239	477,810	596,537	658,527
NET CASH FLOW	179,268	3,981	283,197	29,031	160,530	229,086
END CASH BALANCE	179,268	192,239	477,810	506,841	658,527	888,623

Two-Year PCSB-Formatted Budget, v2.2 (Contingency)

Achievement Preparatory

	Planning Year 2017-18	Operating Year 1 2018-19	Operating Year 2 2019-20
REVENUE			
01. Per-Pupil Charter Payments	-	837,775	1,114,868
02. Per-Pupil Facilities Allowance	-	384,304	573,811
03. Federal Entitlements	120,000	383,998	384,376
04. Other Government Funding/Grants	-	47,054	83,188
05. Private Grants and Donations	230,987	-	-
06. Activity Fees	-	-	-
07. Other Income (please describe in footnotes)	-	25,527	53,332
TOTAL REVENUES	350,987	1,492,548	2,821,748
PRIMARY EXPENSE			
Personnel Salaries and Benefits			
08. Principal/Executive Salary	158,000	166,084	195,700
09. Teachers Salaries	-	228,388	241,608
10. Teacher Art/Science/Health Salaries	-	-	-
11. Other Education Professionals Salaries	-	85,000	106,400
12. Business/Operations Salaries	-	80,000	81,800
13. Clerical Salaries	-	80,000	78,200
14. Custodial Salaries	-	-	-
15. Other Staff Salaries	25,000	81,800	121,200
16. Employee Benefits	-	85,128	204,882
17. Contracted Staff	2,900	13,800	24,880
18. Staff Development Expense	-	10,000	10,000
Subtotal: Personnel Expense	187,900	790,192	1,834,428
Direct Student Expense			
19. Textbooks	-	22,588	21,000
20. Student Supplies and Materials	-	38,880	82,870
21. Library and Media Center Materials	-	-	-
22. Student Assessment Materials	-	5,788	13,442
23. Contracted Student Services	-	27,000	63,788
24. Miscellaneous Student Expense **	10,000	3,000	3,000
Subtotal: Direct Student Expense	10,000	89,468	184,797
Occupancy Expenses			
25. Rent	-	281,400	298,873
26. Building Maintenance and Repairs	-	6,978	8,818
27. Utilities	-	12,872	12,848
28. Janitorial Supplies	-	6,000	6,180
29. Contracted Building Services	-	18,000	38,844
Subtotal: Occupancy Expenses	-	295,818	318,862
Office Expenses			
30. Office Supplies and Materials	1,500	17,100	34,052
31. Office Equipment Rental and Maintenance	-	10,800	18,888

32. Telephone/Telecommunications	3,000	3,400	3,000
33. Legal, Accounting and Payroll Services	95,500	95,400	109,700
34. Printing and Copying	3,000	2,250	4,481
35. Postage and Shipping	1,000	1,350	2,888
36. Other	1,100	9,950	17,819
Subtotal, Office Expenses	27,150	143,250	198,792
General Expenses			
37. Insurance	1,000	9,000	17,000
38. Transportation	-	17,100	49,719
39. Fuel Service	-	70,200	139,762
40. Administration Fee (to FCSB)	-	6,080	11,454
41. Management Fee	-	-	-
42. Other General Expense	-	-	-
43. Utilities Expenses	2,000	25,014	41,219
Subtotal, General Expenses	3,000	121,494	259,634
TOTAL ORDINARY EXPENSES	167,733	1,364,837	2,451,881
Net Ordinary Income	193,268	87,061	383,547
Additional Cash Flow Adjustments / Capital Budget			
(Inc) / Dec in Computers and Materials	(3,000)	(25,000)	(75,040)
(Inc) / Dec in Classroom Furnishings and Supplies	-	(32,000)	(41,000)
(Inc) / Dec in Office Furnishings and Equipment	-	(3,000)	(4,325)
(Inc) / Dec in Renovations/Leasehold Improvement	-	(25,000)	-
Subtotal, Additional Cash Flow Adjustments	(3,000)	(85,000)	(114,365)
NET CASH FLOW	179,268	-3,841	269,581
Assumptions			
Student Enrollment	-	89	174
Facility Size (square footage)	-	14,790	14,790
Average Teacher Salary	-	45,000	45,360
Number of Teachers	-	8	19
Student / Teacher Ratio	199	19 to 1	11 to 1

Five-Year PCSB-Formatted Budget, v2.2 (Contingency)

Attachment Preparatory

	Planning Year 2027-28	Operating Year 1 2028-29	Operating Year 2 2029-30	Operating Year 3 2030-31	Operating Year 4 2031-32	Operating Year 5 2032-33
Revenues						
01. For Pupil Charter Payments	-	897,775	9,718,090	9,298,175	9,639,837	9,824,738
02. For Pupil Facilities Allowance	-	384,354	973,871	794,238	971,876	896,898
03. Federal Expenditure	120,000	382,894	384,775	381,949	384,752	373,581
04. Other Government Funding/Grants	-	47,054	50,190	122,067	140,837	151,349
05. Private Grants and Donations	100,000	-	-	-	-	-
06. Activity Fees	-	-	-	-	-	-
07. Other Income (please describe in footnote)	-	26,323	28,323	75,381	89,399	97,879
TOTAL REVENUES	220,000	1,632,046	10,555,180	10,672,501	11,245,801	11,074,365
ORDINARY EXPENSE						
Personnel Expenses	127,000	776,120	1,838,838	1,829,385	1,897,898	2,019,098
Direct Student Expenses	15,000	95,858	144,797	174,287	219,232	309,464
Consumable Expenses	-	238,278	979,893	889,811	875,847	835,889
Other Expenses	37,158	945,565	195,792	243,501	386,738	276,281
General Expenses	2,842	131,459	218,329	340,535	426,939	430,157
TOTAL ORDINARY EXPENSES	182,000	1,287,280	4,078,867	3,433,966	3,806,954	3,850,889
NET ORDINARY INCOME	38,000	344,766	6,476,313	7,238,535	7,438,847	7,223,476
Fixed Asset Purchases	12,000	89,000	71,000	88,877	119,233	125,750
NET CASH FLOW	26,000	255,766	6,405,313	7,149,658	7,319,614	7,097,726
Assumptions						
Student Enrollment	-	40	174	325	490	540
Facility Fees (assume fee-free)	-	14,750	14,750	22,038	22,038	22,438
Average Teacher Salary	-	40,000	40,000	47,710	48,132	49,807
Number of Teachers	-	8	18	32	48	58
Student : Teacher Ratio	-	18.5 : 1	11.4 : 1	10.5 : 1	10.5 : 1	10.5 : 1

1000

Abstract

doi:10.1016/j.jad.2009.07.001

100

DC Revenue, v2.2 (Contingency)

4/1/07

Achievement Preparatory

Revised Revised

Description	09/07-08	09/08-09	09/09-10	09/10-11	09/11-12	09/12-13	Calc	Comment
Contingency								
Foundation level per pupil	1,832.08	1,871.74	1,925.48	1,955.76	1,986.37	1,947.27	100.0%	As of 3/1/07
Non-Residential Facilities	3,189.06	3,250.37	3,396.04	3,507.39	3,686.21	3,804.16		As of 3/1/07

Line 01: Per Pupil Charter Payments

Grades K-5								
- Students	-	80	120	120	120	120	1.4 Foundation is	
- Income/Student	-	1,871	1,926	1,954	1,987	1,948		
0001 - Per pupil rates	-	151,680	231,120	234,520	238,440	233,760		
Grades 6-8								
- Students	-	-	94	103	148	148	1.4 Foundation is	
- Income/Student	-	-	1,926	1,954	1,987	1,948		
0001 - Per pupil rates	-	-	179,796	201,322	294,074	288,304		
TOTAL: Per Pupil	-	151,680	410,916	435,842	532,514	522,064		
Grades 9-12								
- Students	-	0	10	10	10	10	0.84 x Foundation is	
- Income/Student	-	4,629	4,790	4,911	5,008	4,910		
0010 - Per pupil special	-	0	47,870	49,110	50,080	49,100		
TOTAL: Special Ed	-	0	47,870	49,110	50,080	49,100		
Grades 11-12								
- Students	-	1	3	6	4	4	1.41 x Foundation is	
- Income/Student	-	13,080	12,440	10,920	11,207	11,000		
0012 - Per pupil special	-	13,080	37,320	65,532	44,828	44,000		
TOTAL: Special Ed	-	13,080	37,320	65,532	44,828	44,000		
Grades 13-14								
- Students	-	1	1	1	1	1	0.4 x Foundation is	
- Income/Student	-	741	741	741	741	741		
0020 - Per pupil (L.P.N.E.)	-	741	741	741	741	741		
Summer School								
Summer School: Weeks	-	4					0.17 x Foundation is	
- Students (Full)	-	-	40	87	111	120		
- Income (4 weeks)	-	-	1,001	1,546	1,000	1,040		
- Income (11 of 4 weeks)	-	-	1,001	1,001	1,060	1,060		
0022 - Per pupil summer	-	-	2,002	2,547	2,060	2,100		
TOTAL: Line 01	-	167,771	496,036	540,424	627,382	615,164	1. Per Pupil Charter Payments	

DC Revenue, v2.2 (Contingency)

6/1/07

Achievement Preparatory

Revised: Revised

Line 20: Per Pupil Facilities Allowance						
Account Information						
- Students	-	91	174	222	268	248
- Income/Spent	5,159	5,252	5,248	5,397	5,498	5,054
8100 - Per pupil facilities	-	338,264	373,915	458,238	521,979	554,558
TOTAL: Line 20	-	338,264	373,915	458,238	521,979	554,558

TOTAL: DC Revenue - 5,115,977 5,295,869 5,252,411 5,158,095 5,394,689

Federal Entitlements Revenue, v2.2 (Contingency)

4/1/07

Achievement Preparatory

Revised:

7/1/07

Subscription	07/07/06	07/08/06	07/09/06	07/10/07	07/11/07	07/12/07	Cap	Comment
Line 80: Federal Entitlements								
Per Pupil (Per Pupil Amount (PPLA))								
Students								
# Students	-	80.00	174.00	202.00	208.34	208.34		
# Title I Students	-	87.00	108.70	103.00	104.47	103.10		
# NCLB Students	-	-	-	-	-	-		
Per Pupil (PPLA) (PPLA is an approximation based on current schools)								
Title I	803.24	909.74	937.00	985.14	990.00	1,023.00	100%	
Title II, Part A	180.00	184.00	188.14	183.01	184.00	173.00	100%	
Title II, Part D	21.57	22.00	22.00	22.07	24.28	25.00	100%	
Title III	60.00	60.00	60.72	60.29	62.04	63.67	100%	# = 810,000
Title IV	18.04	18.00	17.00	17.00	18.00	18.00	100%	
Title V, Part A (Title I = 80.00%)	18.00	18.00	16.87	17.48	18.01	18.00	100%	
Title V, Part A (Title I = 80.00%)	24.07	24.76	25.04	26.30	27.09	27.00	100%	
NCLB		127.00	141.00	140.07	180.00	184.76		
Grants								
5000 - NCLB grants	-	48,000	118,000	127,000	183,000	187,000	Title I	
5000 - NCLB grants	-	12,000	27,000	30,000	44,000	44,000	Title II, Part A	
5000 - NCLB grants	-	3,000	3,000	3,000	4,000	4,000	Title II, Part D	
5000 - NCLB grants	-	-	-	-	-	-	Title III	100%
5000 - NCLB grants	-	1,000	2,000	3,000	4,000	4,000	Title IV	
5000 - NCLB grants	-	2,000	4,000	5,000	7,000	7,000	Title V, Part A	
5000 - NCLB grants	-	12,000	24,000	22,000	40,000	40,000	NCLB	
TOTAL - NCLB	-	80,000	188,000	209,000	298,000	306,000		
Line 81: Title I Grants (PPLA)								
Maximum Title I Funding	170,000	200,000	200,000					
Title I Percentage	100%	100%	100%	100%	100%	100%		
2010 - Title I grants	170,000	200,000	200,000	-	-	-	Charter Market Grant	
2010 - Title I grants	10,000						PreCharter School	
TOTAL: Line 80	170,000	200,000	200,000	209,000	298,000	306,000	B. Federal Entitlements	
END								

Federal Programs Revenue, v2.2 (Contingency)

4/1/27

Achievement Preparatory

Revised:

7/2/26

Category	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Line 50: Other Government Funding Items									
Competitive Federal Grants									
50.01 - Long-term public grants									
50.02 - Competitive public grants									
50.03 - Competitive public grants									
50.04 - Competitive public grants									
50.05 - Competitive public grants									
TOTAL: Competitive Federal Grants	0	0	0	0	0	0	0	0	0
Accounting for the 2025-26 and 2026-27 years									
Notes (Based on actual 2025-26 figures)									
Lunch Rates									
- Paid	0.25	0.24	0.24	0.25	0.25	0.25	0.25	0.25	
- Reimbursement	1.27	1.26	1.26	1.26	1.26	1.26	1.26	1.26	
- Free	2.25	2.28	2.24	2.41	2.49	2.49	2.49	2.49	
Breakfast Rates									
- Paid	0.22	0.22	0.22	0.22	0.22	0.22	0.22	0.22	
- Reimbursement	0.88	0.87	0.86	0.86	0.86	0.86	0.86	0.86	
- Free	1.25	1.24	1.27	1.31	1.33	1.33	1.33	1.33	
Students									
Days Lunches									
- Total lunches	0	95	114	223	266	266	266	266	100% (No prep lunch)
- Paid	0	22	40	54	59	59	59	59	
- Reimbursement	0	7	12	16	16	16	16	16	
- Free	0	66	62	153	191	191	191	191	
Days Breakfasts									
- Total breakfasts	0	95	114	223	266	266	266	266	100% (No prep breakfast)
- Paid	0	22	40	54	59	59	59	59	
- Reimbursement	0	7	12	16	16	16	16	16	
- Free	0	66	62	153	191	191	191	191	
2025-26									
2025-26 Income - Lunch	0	195.00	297.48	432.75	493.42	493.42	493.42	493.42	
2025-26 Income - Breakfast	0	95.00	119.28	223.38	271.94	271.94	271.94	271.94	
2025-26 Income - Lunch and Breakfast	0	290.00	416.76	656.13	765.36	765.36	765.36	765.36	
2026-27, 2027-28									
Annual - Lunch	0	17,000	22,200	43,407	51,606	51,606	51,606	51,606	
Annual - Breakfast	0	17,000	22,200	43,407	51,606	51,606	51,606	51,606	
2026-27, 2027-28 Total	0	34,000	44,400	86,814	103,212	103,212	103,212	103,212	100% (No prep)
Accounting for the 2025-26 and 2026-27 years									
2025-26, 2026-27, 2027-28, 2028-29, 2029-30, 2030-31, 2031-32, 2032-33, 2033-34									
2025-26, 2026-27, 2027-28, 2028-29, 2029-30, 2030-31, 2031-32, 2032-33, 2033-34	0%	0%	0%	0%	0%	0%	0%	0%	
2025-26, 2026-27, 2027-28, 2028-29, 2029-30, 2030-31, 2031-32, 2032-33, 2033-34	0	0	0	0	0	0	0	0	
2025-26, 2026-27, 2027-28, 2028-29, 2029-30, 2030-31, 2031-32, 2032-33, 2033-34	0	0	0	0	0	0	0	0	
2025-26, 2026-27, 2027-28, 2028-29, 2029-30, 2030-31, 2031-32, 2032-33, 2033-34	0	0	0	0	0	0	0	0	
TOTAL: 2025-26	0	34,000	44,400	86,814	103,212	103,212	103,212	103,212	100% (No prep)

Fundraising, Activity, and Investment Revenue, v2.2 (Contingency)

4/1/07

Achievement Preparatory

Revised: TRUE

Description	07/07-08	07/08-09	07/09-10	07/10-11	07/11-12	07/12-13	Col	Comments
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80. Private Grants and Donations								
8000 - Individual grants								
8010 - Corporate/business grants								
8020 - Foundation/trust grant	235,000							Within third-coded
8030 - Foundation/trust grants								
8040 - Foundation/trust grants								
TOTAL: Competitive Grants	235,000	-	-	-	-	-	-	
81. Fundraising Contributions								
8100 - Individual contributions								100%
8110 - Corporate contributions								100%
8120 - Foundation contributions								100%
8130 - Special event contributions								100%
TOTAL: Contributions	-	-	-	-	-	-	-	
TOTAL: Line 80	235,000	-	-	-	-	-	-	

82. Activity Fees								
Activity Fees								
After Care Students	-	-	-	-	-	-	-	50%
Monthly Income	-	-	-	-	-	-	-	40 Dollars/week
Annual Income	-	-	-	-	-	-	-	37 Weeks
Attendance for Unsubstantiated	-	-	-	-	-	-	-	20% Unsubstantiated
8200 - Supplemental program fees								
TOTAL: Line 82	0.000	-	-	-	-	-	-	

83. Other income (please indicate in Remarks)								
Other								
Cost of Lunch	-	76,296	138,700	984,200	327,000	231,818		
Late PSLP reimbursement	-	67,004	80,100	102,007	149,007	161,040		
8400 - Paid items above	-	143,300	218,800	1,086,207	476,007	392,858		
8400 - Student uniform sales	-	3,378	8,707	8,800	99,974	111,041		50% cost
TOTAL: Line 83	-	146,678	227,507	1,095,007	575,981	503,900	7. Activity Fees	

Personnel Salaries and Benefits, v2.2 (Contingency)

8/1/21

Attachment: Preparatory

64,330

Component	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Comments
Preparatory							
Net	100%						
Compounded inflation	1.00	1.00	1.00	1.00	1.00	1.00	
Salary	100.0%						
Other/Step	100						
Salaries		99	115	132	149	166	
1,000.00: Management Salary							
1,000.00: Management Salary							
Summary of Salaries & Inflation (Principal)							
1,000.00: 100.0% 100.0% 100.0% 100.0%							
- Salary	64,330	64,330	64,330	64,330	71,227	78,125	
- FTE (FTE)	1.0	1.0	1.0	1.0	1.0	1.0	
1,000.00: 1,000.00: 1,000.00: 1,000.00: 1,000.00: 1,000.00	64,330	64,330	64,330	64,330	71,227	78,125	
Summary of Salaries							
- Salary		64,330	64,330	64,330	64,330	64,330	
- FTE (FTE)		1.0	1.0	1.0	1.0	1.0	
1,000.00: 1,000.00: 1,000.00: 1,000.00: 1,000.00: 1,000.00	64,330	64,330	64,330	64,330	64,330	64,330	
Summary of Salaries							
- Salary	75,000	75,000	77,250	79,500	81,750	84,000	
- FTE (FTE)	1.00	1.00	1.00	1.00	1.00	1.00	1,000.00
1,000.00: 1,000.00: 1,000.00: 1,000.00: 1,000.00: 1,000.00	75,000	75,000	77,250	79,500	81,750	84,000	
TOTAL: 1,000.00	139,330	139,330	141,580	143,830	145,977	148,125	

1,000.00: Teacher Salaries							
1,000.00: Teacher Salaries	1	2	3	4	5	6	
1,000.00: Teacher Salaries							
1,000.00: Teacher Salaries							
- Salary	64,330	64,330	64,330	64,330	64,330	64,330	
- FTE (FTE)	1	1	1	1	1	1	1,000.00
1,000.00: Teacher Salaries	64,330	64,330	64,330	64,330	64,330	64,330	
1,000.00: Teacher Salaries							
- Salary	64,330	64,330	64,330	64,330	64,330	64,330	
- FTE (FTE)	1	1	1	1	1	1	1,000.00
1,000.00: Teacher Salaries	64,330	64,330	64,330	64,330	64,330	64,330	
1,000.00: Teacher Salaries							
- Salary	64,330	64,330	64,330	64,330	64,330	64,330	
- FTE (FTE)	1	1	1	1	1	1	1,000.00
1,000.00: Teacher Salaries	64,330	64,330	64,330	64,330	64,330	64,330	
1,000.00: Teacher Salaries							
- Salary	64,330	64,330	64,330	64,330	64,330	64,330	
- FTE (FTE)	1	1	1	1	1	1	1,000.00
1,000.00: Teacher Salaries	64,330	64,330	64,330	64,330	64,330	64,330	
1,000.00: Teacher Salaries							
- Salary	64,330	64,330	64,330	64,330	64,330	64,330	
- FTE (FTE)	1	1	1	1	1	1	1,000.00
1,000.00: Teacher Salaries	64,330	64,330	64,330	64,330	64,330	64,330	
1,000.00: Teacher Salaries							
- Salary	64,330	64,330	64,330	64,330	64,330	64,330	
- FTE (FTE)	1	1	1	1	1	1	1,000.00
1,000.00: Teacher Salaries	64,330	64,330	64,330	64,330	64,330	64,330	
1,000.00: Teacher Salaries							
- Salary	64,330	64,330	64,330	64,330	64,330	64,330	
- FTE (FTE)	1	1	1	1	1	1	1,000.00
1,000.00: Teacher Salaries	64,330	64,330	64,330	64,330	64,330	64,330	

Personnel Salaries and Benefits, v3.2 (Contingency)

4/1/97

Achievement Preparatory

FALSE

- FTE (pct)	-	0.00	0.00	0.00	0.00	
TOTAL Teacher salaries	-	\$1,700	\$18,000	\$19,000	\$19,000	
Total Teacher FTEs	-	0.00	0.00	0.00	0.00	
Non-Teacher FTEs	-	0.00	0.00	0.00	0.00	
Total Teacher Salaries	-	\$17,000	\$18,000	\$19,000	\$19,000	
Average Teacher Salary	-	\$1,700	\$18,000	\$19,000	\$19,000	
Summer Teachers						
- Summer Salaries	-	0	0	111	111	
- Summer FTE	-	0.0	0.0	0.0	0.0	0.000000
- Annual Salary	-	\$1,700	\$18,000	\$19,000	\$19,000	4 summer weeks
% of Annual	-	10%	10%	10%	10%	0.000000
- Summer Salary	-	\$1,700	\$18,000	\$19,000	\$19,000	0.000000
TOTAL Other personnel salaries	-	\$1,700	\$18,000	\$19,000	\$19,000	
Summer School Coordinator						
- Monthly	-	0	\$1,500	\$15,000	\$15,000	
- Class Payment	-	0	\$1,500	\$15,000	\$15,000	
- Annual Expenses	-	0	\$1,500	\$15,000	\$15,000	
- Salary %	-	0%	10%	10%	10%	
* Annual expenses include summer staff, materials, and support staff						
TOTAL - Line 09	-	\$3,400	\$36,000	\$38,000	\$38,000	
Total Student	-	0.000	0.000	0.000	0.000	

Line 10 - Special Administrative Services						
Administrative						
- Salary	-	0	0	0	0	
- FTE (pct)	-	0	0	0	0	0.000000
TOTAL Teacher administrative salaries	-	0	0	0	0	
Total FTE	-	0	0	0	0	
Non FTE	-	0	0	0	0	
TOTAL - Line 10	-	0	0	0	0	
Total Student	-	0	0	0	0	

Line 11 - Special Administrative Services						
Administrative						
- Salary	-	0	0	0	0	
- FTE (pct)	-	0	0	0	0	
TOTAL Teacher administrative salaries	-	0	0	0	0	
Non-Teacher Support Coordinator						
- Salary	-	0	0	\$1,500	\$1,500	
- FTE (pct)	-	0	0	0	0	
TOTAL Other personnel salaries	-	0	0	\$1,500	\$1,500	
Non-Teacher Support Coordinator						
- Salary	-	0	0	\$1,500	\$1,500	
- FTE (pct)	-	0	0	0	0	
TOTAL Other personnel salaries	-	0	0	\$1,500	\$1,500	
High School Planning Coordinator						
- Salary	-	0	0	\$1,500	\$1,500	
- FTE (pct)	-	0	0	0	0	
TOTAL Other personnel salaries	-	0	0	\$1,500	\$1,500	

Personnel Salaries and Benefits, v2.2 (Contingency)

8/1/87

Achievement Preparatory

948,000

Office Assistant						
- Salary	--	50,000	50,000	52,000	50,000	
- FTE (pct)	--	1	1	1	1	
FTE - Office assistant salary		50,000	50,000	52,000	50,000	
TOTAL - Achievement preparatory	--	50,000	50,000	52,000	50,000	
TOTAL, Line 11	--	50,000	50,000	52,000	50,000	

Unit 12: Business/Operating Services

Business Manager						
- Salary	50,000	51,000	50,000	50,000	50,000	510,000 - 510,000 - 510,000
- FTE	1.0	1.0	1.0	1.0	1.0	
FTE - Business/operating salaries	50,000	51,000	50,000	50,000	50,000	
TOTAL, Line 12	--	50,000	51,000	50,000	50,000	50,000

Unit 13: Clinical Services

Director						
- Salary	50,000	51,000	50,000	50,000	50,000	
- FTE	1.0	1.0	1.0	1.0	1.0	
FTE - Director salaries	50,000	51,000	50,000	50,000	50,000	
Admin Staff						
- Salary	50,000	51,000	50,000	50,000	50,000	
- FTE	1.0	1.0	1.0	1.0	1.0	
FTE - Admin staff salaries	50,000	51,000	50,000	50,000	50,000	
Office Manager						
- Salary	50,000	51,000	50,000	50,000	50,000	
- FTE	1.0	1.0	1.0	1.0	1.0	
FTE - Office manager salaries	50,000	51,000	50,000	50,000	50,000	
Admin Assistant						
- Salary	50,000	51,000	50,000	50,000	50,000	
- FTE	1.0	1.0	1.0	1.0	1.0	
FTE - Admin assistant salaries	50,000	51,000	50,000	50,000	50,000	
TOTAL, Line 13	--	50,000	51,000	50,000	50,000	50,000

Unit 14: General Services

TOTAL, Line 14	--	--	--	--	--	
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Unit 15: Other Staff Salaries

Director of Development						
- Salary	50,000	51,000	50,000	50,000	50,000	
- FTE (pct)	1.0	1.0	1.0	1.0	1.0	
FTE - Development salaries	50,000	51,000	50,000	50,000	50,000	
Director of Community Outreach						
- Salary	50,000	51,000	50,000	50,000	50,000	
- FTE (pct)	1.0	1.0	1.0	1.0	1.0	
FTE - Other staff salaries	50,000	51,000	50,000	50,000	50,000	
Director of Community Outreach						
- Salary	50,000	51,000	50,000	50,000	50,000	
- FTE (pct)	1.0	1.0	1.0	1.0	1.0	
FTE - Other staff salaries	50,000	51,000	50,000	50,000	50,000	
TOTAL, Line 15	50,000	51,000	50,000	50,000	50,000	50,000

Grand Total

Total Staff FTE	2	50,000	50,000	50,000	50,000	50,000
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[illegible]

Personnel Salaries and Benefits, v2.2 (Contingency)

4/1/27

Authorization: Preparatory

FALSE

TOTAL Line 17	1,000	11,000	11,000	11,000	11,000	11,000
Line 18: Staff Development Costs						
Staff Development (Sal)	11,000	11,000	11,000	11,000	11,000	11,000 (Sal)
Staff Development (Bgt)	0	0	0	0	0	0
Professional Development Staff	11,000	11,000	11,000	11,000	11,000	11,000
TOTAL: Staff Development (Sal)	11,000	11,000	11,000	11,000	11,000	11,000
TOTAL Line 18	11,000	11,000	11,000	11,000	11,000	11,000

Line 19: Contingency Reserve						
Contingency Reserve (Sal)	11,000	11,000	11,000	11,000	11,000	11,000
TOTAL: Contingency Reserve	11,000	11,000	11,000	11,000	11,000	11,000
GRAND TOTALS						

Direct Student Costs, v2.2 (Contingency)

4/1/07

Achievement Preparatory

Revised: **PAL36**

Description	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Unit	Comments
Line 18: Textbooks								
Textbooks / Student	284	256	233	273	287		Avg DCPCS, Inc by unit	
8027 - Student textbooks	33,200	31,836	30,896	31,949	-		(31 students) x 28 students	
TOTAL: Line 18	-	33,200	31,836	30,896	31,949	-		
Line 20: Student Supplies								
Supplies / Student	222	227	227	240	248		Avg DCPCS, Inc by unit	
8028 - Student supplies, supplies	19,800	19,426	19,254	24,720	21,840		(31 students) x 28 students	
Uniforms / Student	75	77	80	82	84		Avg DCPCS, Inc by unit	
8028 - Student uniforms	6,750	6,647	6,712	21,876	22,464		(31 students) x 28 students	
TOTAL: Line 20	-	26,550	26,076	26,596	26,304			
Line 21: Library and Media Center Materials								
Library: New Classroom	-	-	-	-	-		Avg DCPCS, Inc by unit	
8048 - Library & media materials	-	-	-	-	-			
TOTAL: Line 21	-	-	-	-	-	-		
Classroom Computers (Capital Budget)								
Student computer	1,000	1,000	1,000	1,000	1,125		Avg DCPCS, Inc by unit	
Computers / Computer lab	-	25	-	25	-			
8029 - Computers - Classroom	-	25,000	-	25,000	-		(Computer) x 100 computers	
8029 - Computers - Classroom	-	-	-	-	25,000		Replacement	
Teacher computers	1,000	1,000	1,000	1,000	1,125		Avg DCPCS, Inc by unit	
New Teachers	15	5	7	5	-		New Teachers	
8029 - Computers - Classroom	11,000	5,750	7,425	-	-		(100 computers) x 100 teachers	
8029 - Computers - Classroom	-	-	-	11,000	5,750		1 year replacement	
TOTAL - Staff Computers	11,000	6,750	7,425	11,000	6,750			
TOTAL: Classroom Compute	-	11,000	26,750	7,425	32,750	26,750		
Classroom Furnishings and Supplies (Capital Budget)								
Furniture & / New Classroom	6,000	6,240	6,480	6,720	6,960		Avg DCPCS, Inc by unit	
New Classrooms	4	5	3	5	-		#Classrooms	
1048 - FTAB - Classrooms	24,000	21,200	21,480	24,320	-		(5 Classrooms) x 28 students	
TOTAL: Classroom Furnish	-	32,000	41,200	33,480	28,320	-		
Line 22: Student Assessment Materials								
Assessment / Student	75	77	80	82	84		Avg DCPCS, Inc by unit	
8018 - Student assessment materials	6,750	6,647	6,712	21,876	22,464		(31 students) x 28 students	
TOTAL: Line 22	-	6,750	6,647	17,712	21,696	22,464		
Line 23: Contracted Student Services								
Special Education Services / Student	300	300	310	320	330		Avg DCPCS, Inc by unit	

Direct Student Costs, v2.2 (Contingency)

4/1/87

Achievement Preparatory

Revised: FALSE

8000 Contracted instruction fees	27,000	55,796	75,847	87,215	95,800	17 student(s) x 55,800
Instruction (50%)	-	-	-	-	-	
8000 Contracted instruction fees	-	-	-	-	-	
8000 Contracted instruction fees	-	-	-	-	-	
8000 Contracted instruction fees	-	-	-	-	-	
TOTAL: Line 23	-	57,000	85,796	95,847	95,800	

Line 24: Miscellaneous Student Costs (*)						
Planning / new stu	00	02	03	05	06	Avg DOPCE, line by cell
New students (before add'l)	00	05	06	05	05	
8000 Student recruiting	18,542	3,000	3,000	3,183	3,278	(5 students) x 6,456
Student fee	-	-	-	-	-	Avg DOPCE, line by cell
8000 Other student expenses	-	-	-	-	-	
Other fee	-	-	-	-	-	Avg DOPCE, line by cell
8000 Other student expenses	-	-	-	-	-	
TOTAL: Line 24	18,542	3,000	3,000	3,183	3,278	

Line 25: Contingency (Munich)						
Contingency on this worksheet	10,000	105,800	111,747	107,498	109,078	109,000
8000 Contingency expenses	500	5,000	11,587	17,000	11,000	4%
END WORKSHEET						

Office Expenses, v2.2 (Contingency)

4/1/07

Achievement Preparatory

Revised:

TRUE

Description	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13	Calc	Comments
Line 00 Office Supplies and Materials								
Supplies / Student		191	190	202	200	214	Avg DOPCS, max by cell	
0000 Office supplies	5,588	17,193	16,662	14,876	14,207	16,888	18 (students) x 2 (if students)	
TOTAL Line 00	5,588	17,193	16,852	15,076	14,407	17,102		
Line 01 Office Furnishings and Equipment Capital Budget								
Furniture / new 01		544	544	514	526	528	Avg DOPCS, max by cell	
0000 FUSE / Administration	5,840	4,128	3,548	3,423	3,222	3,222	18 (staff) x 2 (if new staff)	
Computer / 01		1,000	1,000	1,000	1,000	1,200	Avg DOPCS, max by cell	
New Staff, less Ave 1, 14		0	0	0	0	-		
0000 Computers / Administration	4,500	3,995	3,995	3,195	3,195	-	3 (computer) x 2 (if new staff)	
0000 Computers / Administration	20,000	-	-	4,771	-	-	Avg DOPCS for 1000, 10000	
0000 Computers / Adminstrative	1,000	-	-	-	-	-	Avg DOPCS for 20000, 10000	
TOTAL Line 01	5,840	8,123	7,543	8,128	8,117	-		
Line 02 Office Equipment Rental and Maintenance								
Printer / 02		4,000	3,700	3,900	3,300	3,900	10 (students) per printer	
Printer		2,000	2,000	2,000	4,000	4,000		
Printer lease & maint M/R		400	400	477	400	500	Avg DOPCS, max by cell	
0000 Equipment rent & maintenance	10,000	10,000	11,100	11,000	14,100	14,100	10 (students) x (Month) x 12 (months)	
TOTAL Line 02	-	16,400	16,500	17,377	21,600	24,500		
Line 03 Telephone Telecommunications								
Telephone / Month		400	400	477	400	500	Avg DOPCS, max by cell	
0000 Telephone & telecomm.	1,000	3,600	3,900	4,000	4,900	4,900	10 (Month) x 12 (months)	
Staff with mobile phones		-	-	-	-	-		
Mobile plan / Month		-	-	-	-	-	Avg DOPCS, max by cell	
0000 Telephone & telecommunications	-	-	-	-	-	-		
TOTAL Line 03	1,000	3,600	3,900	4,000	4,900	4,900		
Line 04 Local Accounting and Payroll Services								
Local Legal fees		14,000	14,000	14,000	14,000	14,000	Avg DOPCS, max by cell	
Accounting								
0000 Accounting, auditing, pr.	11,000	10,000	10,000	10,000	10,000	11,000	Avg DOPCS, max by cell	
Accounting								
0000 Accounting, auditing, payroll	1,000	10,000	10,000	10,000	10,000	10,000	Avg DOPCS, max by cell	
Payroll staff		75	77	81	82	84	Avg DOPCS, max by cell	
0000 Accounting, auditing, payroll	100	2,000	2,000	2,442	2,442	2,442	18 (students) x 2 (if students)	
TOTAL Line 04	11,100	10,075	10,081	10,082	10,082	10,086		
Line 05 Printing and Shipping								
Printing / student		25	26	27	27	28	Avg DOPCS, max by cell	
0000 Printing & shipping	1,000	1,250	1,401	1,604	1,776	1,884	18 (students) x 2 (if students)	
TOTAL Line 05	1,000	1,250	1,401	1,604	1,776	1,884		
Line 06 Postage and Shipping								
Postage / student		14	15	16	16	17	max by students, inflation	
0000 Postage, shipping, etc.	1,000	1,200	1,300	1,442	1,440	1,497	18 (students) x 2 (if students)	
TOTAL Line 06	1,000	1,200	1,300	1,442	1,440	1,497		
Line 07 Other								
Staff Recruiting / P/T Staff		800	800	800	800	800	Avg DOPCS Exp	

Office Expenses, v2.2 (Contingency)

4/15/07

Achievement Preparatory

Revised:

19.0

1800 - Staff salaries	1,000	2,000	3,000	4,000	4,000	...
Staff Management Overhead (M/O)	10	10	10.00	10.00	10.00	10.00
1810 - Staff background check	100	500	2,000	3,000	5,000	2,000
1820 - Staff meals (lunch)	0	-	-	-	-	-
1830 - Staff meals (evening & w)	-	-	-	-	-	-
Computer support fees (student)	40	40	40	40	40	for the student, refresh
8000 - Computer support fees	4,000	8,000	10,000	12,000	15,000	for the student, refresh
TOTAL Line 18	1,100	8,300	15,040	17,040	20,040	10,040

LINE 19 - CONTINGENCY (Budget)						
Contingency for the expenses	50,000	110,000	150,000	140,000	200,000	210,000
8000 - Contingency expenses	1,000	8,000	9,000	10,000	14,000	15,000
END WORKSHEET						

Occupancy Expenses, v2.2 (Contingency)

4/1/27

Achievement Preparatory

Revised:

TRUE

Description	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	Col	Comment
Start AFTER year 0	2	3	4	5	6	7		
Details								
v1.0 - Change occupancy to 100% (from 100% assumed)								
Students	-	85	170	255	340	425		
SP / Sq. Estimated	45	35	35	35	35	35	80 Sqft	100 operations
SP Estimated	-	2,975	5,950	8,925	11,900	14,875		
Facility Size (Estimated)		14,760	14,760	25,434	25,434	25,434		
Annual \$ / SP		33.82	34.88	34.98	34.98	34.98		Year by inflation
8000 - Rent		281,438	281,438	448,318	448,318	448,318		(Annual) 50% (5/5/27)
TOTAL Line 25	-	281,438	729,713	896,536	1,116,536	1,366,536		
Line 26: Building Maintenance and Repair								
RT26: Maintenance and repair		5,396	5,396	5,396	5,396	5,396	5.88	200 SF, Avg DCPCS
TOTAL Line 26	-	5,396	5,396	5,396	5,396	5,396		
Renovated/Updated Improvements (Capital Budget)								
Leasehold improvement, % of floor								
RT27: Leasehold improvements	25,000	-	50,000	-	-	-		Typical 20-25% costs
RT28: Facility consulting fees	-	-	-	-	-	-		
TOTAL: Renovated/Leasehold	-	25,000	50,000	-	-	-		
Line 27: Utilities								
RT27: Utilities & garbage removal	12,572	12,548	24,503	24,503	24,515	24,515	5%	of 14444, Avg DCPCS
Utilities / Month	1,048	1,046	2,042	2,042	2,043	2,043		
TOTAL Line 27	-	12,572	12,548	24,503	24,503	24,515		
Line 28: Janitorial Services								
Janitorial Supplies / Month	500	515	530	545	560	575		Avg DCPCS, Year by Inf
RT28: Janitorial supplies	6,000	6,180	6,360	6,540	6,720	6,900		(Annual) / (12 months)
TOTAL Line 28	-	6,000	6,180	6,360	6,540	6,900		
Line 29: Contracted Building Services								
Contracted building services / student	300	308	313	318	323	328		Avg DCPCS, Year by Inf
RT29: Contracted building services	18,000	18,544	18,787	19,030	19,274	19,518	3%	Annual 3% (3/3/2025)
Contracted building services / month	1,500	1,545	1,565	1,586	1,606	1,626		(Annual) / (12 months)
TOTAL Line 29	-	18,000	18,544	18,787	19,030	19,518		
Line 30: Contingency Budget								
Expenses on the worksheet	-	215,810	215,810	215,811	215,811	215,810		
8000 - Achievement Expenses	3,990	3,990	3,990	3,990	3,990	3,990	5%	
Contingency Expenses	-	319,800	319,800	319,801	319,801	319,800		
END WORKSHEET								

General Expenses, v2.2 (Contingency)

4/1/07

Achievement Preparatory

Revised: TWG

Description	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Calc	Comments
LINE 37: Insurance								
Insurance / Student		100	100	100	100	100	Avg DOPCS, last by cell	
NOTE: Business Insurance	1,000	9,000	17,020	23,810	28,104	29,377		100 Student
TOTAL: Line 37	1,000	9,000	17,020	23,810	28,104	29,377		
LINE 38: Transportation								
Travel / staff		100	100	100	100	100	Avg DOPCS, last by cell	
NOTE: Staff travel from district	-	7,000	6,017	6,411	6,884	7,491	(Staff) x (Rate)	
Travel / stu		45	50	60	70	66	Avg DOPCS, last by cell	
Travel / stu		2	2	3	3	3	Avg RT fare	
NOTE: Student travel / field trips	13,300	46,707	50,230	74,214	75,447		(Stu) x (Rate) x (Days)	
TOTAL: Line 38	-	17,100	46,710	61,030	61,088	65,022		
LINE 39: Food Service								
Cash/Lunch		2.00	2.00	2.00	2.75	2.81	Avg DOPCS, last by cell	
Annual lunch count		17,000	33,800	43,407	61,000	61,000	From Flow-Feed?	
Total - Annual lunch		41,800	67,600	87,819	141,500	146,137	(cashmeal) x (meals)	
Cash/Breakfast		1.00	1.00	1.00	1.04	1.09	Avg DOPCS, last by cell	
Annual breakfast count		17,000	33,800	43,407	57,000	61,000	From Flow-Feed?	
Total - Annual breakfast		26,800	32,420	43,407	58,120	67,582	(cashmeal) x (meals)	
NOTE: Food service fees	-	18,200	116,790	144,200	227,300	223,819	(From cost) x (Stu count)	
TOTAL: Line 39	-	78,200	119,790	194,200	327,908	233,519		
LINE 40: Administration Fee (to PCSD)								
NOTE: Administrative fees	6,500	11,404	11,262	19,790	19,473		(.00% PC Funding)	
TOTAL: Line 40	6,500	11,404	11,262	19,790	19,473			
LINE 41: SMO Fee or Transfer								
NOTE: Management fees	-	-	-	-	-	-		
TOTAL: Line 41	-	-	-	-	-	-		
LINE 42: Other General Expense								
NOTE: Fundraising fees	-	-	-	-	-	-		
NOTE: Other professional fees	-	-	-	-	-	-		
NOTE: District services expenses	-	-	-	-	-	-		
NOTE: Dues, fees, and fines	-	-	-	-	-	-		
NOTE: Dues, fees, and fines	-	-	-	-	-	-		
NOTE: Leasehold of asset	-	-	-	-	-	-		

General Expenses, v2.2 (Contingency)

4/1/07

Achievement Preparatory

Revised: TRUE

8100 - Bad debt, charges	1	2	3	4	5	6
8100 - Debt, fees, and fines	1	2	3	4	5	6
8100 - Depreciation expense	1	2	3	4	5	6
8100 - Other expenses	1	2	3	4	5	6
TOTAL: Line 42	1	2	3	4	5	6

Line 75: CONTINGENCY (Multiple)						
Expenses on this worksheet	1,000	101,500	216,800	258,710	359,000	500,000
8100 - Unrecovered expenses	1%	0.540	10.540	11.430	17.800	25.000

END WORKSHEET						
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Student Population, v2.2 (Contingency)

4/1/07

Achievement Preparatory

Demographic	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Gap	Comment
Classrooms								
Classroom Changes								
add		25	25	20	20	20	25.00	
del		15	25	20	20	20	24.00	
net		10	0	0	0	0	1.00	
fin		10	0	0	0	0	24.00	
del		25	25	20	20	20	24.00	
Classroom								
add	-	3	3	3	3	3		
del	-	3	3	3	3	3		
net	-		0	0	0	0		
fin	-	-	-	0	0	0		
del	-	-	-	-	0	0		
Classroom								
Total Classrooms	-	4	6	12	15	15		
New Classrooms	-	4	6	3	3	-		
Capacity	1.00	1.00	1.25	1.33	1.25	1.00		

Students								
Student Population								
add	-	40	60	60	60	60		
del	-	40	60	60	60	60		
net	-	-	0	0	0	0		10% Addition
fin	-	-	-	40	40	40		10% Addition
del	-	-	-	-	40	40		10% Addition
add del	-	40	120	120	120	120		
del del	-	-	60	100	140	140		
Student Population								
Students	-	60	174	320	360	360		
Student Inst	60	60	60	60	60	-		
Student Growth	1.00	1.00	1.30	1.30	1.25	1.00		
Student Growth & Inflection	1.03	1.03	1.34	1.32	1.21	1.03		
Student Population								
A: PK-3, PK4 year olds	-	-	-	-	-	-		
B: Kindergarten and above	-	60	174	320	360	360		
C: Total Students	-	60	174	320	360	360		
Total % Percentage (B/C)		100%	100%	100%	100%	100%		

Student Population								
Student Population (C)	-	60	174	320	360	360	10%	
Level 1	-	3.00	10.00	15.00	15.00	15.00	8%	8.0%
Level 2	-	3.00	5.00	8.00	11.00	11.00	8%	4.0%
Level 3	-	1.00	3.00	4.00	4.00	4.00	17%	1.0%
Level 4	-	-	-	-	-	-	7%	0.0%
Staff Hours		40.00	114.00	169.00	167.00	167.00		
Staff Staff		1.15	2.85	3.75	4.16	4.16		
Total - Staff Hours	-	9.00	29.00	38.00	50.00	50.00	100%	
New Staff Hours	-	9.00	11.00	8.00	4.00	-		

Student Population, v2.2 (Contingency)
Achievement Preparatory

4/1/07

LSSAP Students							
Percent - LSSAP	8%	0%	0%	8%	0%	0%	
Total - LSSAP Students	-	-	-	-	-	-	
Total Public PK-12 Students							
Title I Percent	18.8%	14.3%	14.3%	13.8%	13.0%	12.5%	8.8%
Title I Students	-	87	128	184	194	593	
ELL P - Free Students	68%	67%	67%	68%	66%	60%	66%
ELL P - Reduced Students	8%	7%	7%	7%	7%	7%	16%
ELL P Percent	80%	70%	80%	80%	80%	80%	Endowment
Summer School							
v1.8 - Decreased Enrollment of summer school from 80% to 60%							
v1.9 - Increased Enrollment of summer school from 60% to 80%							
Summer Students - Paid	-	-	45	87	114	533	88%
Summer Students - Actual	-	-	-	-	-	-	-
2007 Total							
TOTAL - All Students	-	0	0	0	0	0	8%

COVENANT HOUSE



WASHINGTON

Established 1995

Judith L. Dobbins
Executive Director

Celebrating a Decade of Service to Youth

Thomas White
Board Chairperson

March 23, 2007

To Whom It May Concern:

I was immediately interested when the lead founder of Achievement Preparatory Academy (Achievement Prep) approached me about serving on the founding board to breathe life into a extended middle school learning institution for young people East of the River in Washington, DC. Having worked in this part of the city for the past 12 years with this population, I was immediately interested for multiple reasons. Firstly, I was impressed with the lead founder, Shantelle Wright, who brings a level of excellence to any project she takes part in – having worked prior with Mrs. Wright, she had established a precedence for her commitment and dedication to young people with me. As well, to serve on a board of fresh leadership, new ideas, and inspiring direction was like dangling a lollipop to a kid in a candy store. This project allows me to continue work in an area of the District that I feel so passionate about and have dedicated my life to. Lastly, the mission of Achievement Prep speaks to preparing young people for high school, college, and beyond. This is a mission I believe wholeheartedly in and wish to do what I can to ensure this is carried out in an area where so few even believe that college is an option. In short, Achievement Prep will create an opportunity to provide high performing academic services for youth in the context of a broader comprehensive and holistic attempt to equip vulnerable youth with the skills they need to fight against the challenges they are susceptible during their pre-teen and teen years. Unchecked, such factors are likely to derail their efforts to become productive adults un-shocked with the difficult obstacles associated with the lack of a good education.

As a manager of an out of school time program in a DC non-profit agency, I work very closely with the public school system and often walk, when visiting a school, in a daze as I wonder at the lack of high performing leadership in the schools that allows for substandard educational services to exist. My youth and their families that are served in the programs I manage are not only getting a "short end of the stick" so to speak, but don't even have the skill set or acumen to demand and fight for it. I am here to teach them how to fight for themselves with education and support them in the process. I believe deeply in the DREAM (Determination, Respect, Enthusiasm, Achievement, and Mastery) values that Achievement Prep will center its school design around because so many of our young people east of the river are lacking dreams – providing them with the framework to not only dream a dream, but accomplish it is something that I envision as my life work.

My strength that I bring to the founding board is in community outreach and partnerships. I believe that I can leverage my experience and respect from colleagues in the area to establish a web of support to the students and

HAVEN ON EARTH

Executive Office
2801 Woodbridge Avenue, SE
Washington, DC 20008
Phone: 202-426-7600
Fax: 202-426-9218

Community Service Center
2801 Woodbridge Avenue, SE
Washington, DC 20008
Phone: 202-426-7620
Fax: 202-426-7640

Residential Services
1521 Ridgeman Court, SE, # 34
Washington, DC 20008
Phone: 202-426-7620
Fax: 202-426-7640

Community Outreach Center
7 New York Avenue, NE
Washington, DC 20002
Phone: 202-246-4514
Fax: 202-426-7627

Food/Baggage Programs
2801 Woodbridge Avenue, SE
Washington, DC 20008
Phone: 202-426-7640
Fax: 202-426-9218

Youth Life Center
4715 Agnes Place, SE
Washington, DC 20007
Phone: 202-426-7126
Fax: 202-246-0716

Adolescent Housing
1127 Southworth Avenue, NE
Washington, DC 20002
Phone: 202-426-6114
Fax: 202-246-0770

www.covenanthousedc.org

families of Achievement Prep. This support will not only ensure our student's success, but allow the community to play a part in this huge work, as well. Having had the opportunity to travel to other states and see firsthand high performing public charter schools, it excites me to know that I can be a part of such important and meaningful work. As such, I am prepared to commit to whatever it takes to establish and govern what will be deemed a high performing public charter school in Washington DC and its students and family's high achieving scholars.

I am enthusiastic about what's to come with the journey of establishment and operation of what will be the most important time of many of our student's lives, growth and development and welcome the task and challenges.

Please contact me at 302.610.7531 if you have additional questions or e-mail at sburney@chdc.org.

Sincerely,


Sharita Burney, MA

M. SHANITA BURNEY

3600 Ely Place, SE, #210, Washington, DC 20019

Hm, (202) 232-8539, Wk, (202) 810-7531

shurney@comcast.net

WORK EXPERIENCE:

DIRECTOR OF PREVENTION SERVICES

COVENANT HOUSE WASHINGTON, Washington, DC, January 1999 - Present

Coordinating the development and implementation of program curriculum, goals and objectives of a research model, Peer-Supported Pregnancy Prevention Program (PSP), to train pre-adolescent youth as effective peer educators and counselors to decrease teen pregnancy rates in the District of Columbia. Strategic and budgetary planning and execution of CHW's Prevention Services program's policies and procedures to promote abstinence.

Writing and administering Prevention Services' program policies and procedures; developing quality assurance standards; grant writing, budgeting and reporting; hiring, supervising and evaluating full-time personnel, consultants, interns, and volunteers; establishing & managing two offices/youth center sites; purchasing program equipment and supplies; documenting monthly and annual program accomplishments, youth demographics, and daily progress of group sessions; establish & maintain liaisons with area schools, organizations, and other institutions and individuals; planning year-round academic, recreational and cultural enrichment activities; and training and promoting Prevention Services' personnel interaction with youth to teach, nurture, and encourage leadership development and personal growth of youth participants. (DC Campaign to Prevent Teen Pregnancy, "Outstanding Teen Pregnancy Prevention Programs" Award Recipient, presented February 23, 2002, The White House, Washington, DC; Prevent Child Abuse of Metropolitan Washington Partners in Prevention Award)

COUNSELOR

PRINCE GEORGE FAMILY AND STUDENT SUPPORT COUNSELING CENTER, Prince George's County Public Schools, Suitland MD, October 2002 - June 2003

Providing short-term results based counseling for children, youth, and adolescents attending school in Prince George's Public School System; conducting intake and family assessments with individuals and families experiencing difficulties in school academically, socially, and/or interpersonally.

Encouraging a strengths based approach living social, recreational, educational, physical/mental health, and family support services designed to treat family dysfunction and juvenile delinquency while promoting socially responsible values and behaviors in adolescents; ensuring the availability and accessibility of integrated services to youth and their families in the pursuit of healthy and productive lives; developing clinical treatment plans outlining individual and family goals of counseling; and daily and monthly updates of client progress.

HOME-BASED COUNSELOR

BEYOND BEHAVIORS, INC., Alexandria, VA, September 2000 - October 2001

Facilitating with a collaborative approach between client and counselor in the development and improvement in problem-solving & decision-making. Interacting with individuals and families experiencing difficulties concerning family relationships or other aspects of their social functioning.

Assisting clients to identify and modify attitudes and patterns of behavior by increasing understanding of self & personal issues; helping families pursue behavioral changes that help make family life a vehicle for personal growth; counseling clients individually, in family, or in other small groups; interviewing clients with personal, financial, employment, food, clothing, and housing needs; developing and conducting ongoing reviews of individual and family service plans; compiling records and preparing reports.

HOME BASED COUNSELOR I

FAMILY TRAUMA SERVICES, INC., Alexandria, Virginia, November 1998 - January 2000

Providing comprehensive home-based counseling and case management for adolescents and their families experiencing traumatic life-line events. Assisting youth living in the metropolitan area with

WORK EXPERIENCE CONTINUED:

Identifying problem behaviors while utilizing a multi-dimensional approach in enhancing their ability to cope with academic, social, and familial difficulties.

PREVENTION SPECIALIST, NAJA PROJECT

PROGRESSIVE LIFE CENTER, INC., Washington, DC, April 1987 – October 1988

Providing prevention and education services for clients and families concerned with a gender-specific approach. Coordinating and facilitating weekly psycho-educational substance abuse prevention groups. Monitoring outcome data for program evaluation and reports. Offering relevant crisis intervention and assisting clients in identifying and utilization of appropriate community resources.

Facilitating weekly adolescent development/enrichment groups, spanning substance abuse prevention, sexually education, cultural enrichment activities, and other female gender-specific adolescent development issues; developing curriculum sessions and documenting contact demographics, progress of group sessions and establishing liaison with area schools and community organizations; and incorporating NTU Psychotherapy (African centered psychological theory) and concepts from Rites of Passage programs.

RESEARCH ASSISTANT,

CARE, INC., Ocean Hill, Maryland, April 1987 – December 1988

Assisting in planning and administering research evaluations in culturally specific adolescent development/enrichment programs in area schools.

Establishing contacts and maintaining relationships with area schools in Washington, DC and Baltimore, MD; coordinating the administration of evaluations to adolescents involved in government cultural and recreational enrichment after school programs to determine their effectiveness, validity, and integrity for the purpose of written publications.

EXTERNS, NAJA PROJECT

PROGRESSIVE LIFE CENTER, INC., Washington, DC, August 1986 – April 1987

Assisting program staff with enhancing cultural awareness, self-esteem, and positive drug prevention attitudes of adolescent girls by providing a holistic, spiritual, and cultural developmental program. Incorporating NTU Psychotherapy (African centered psychological theory) and concepts from Rites of Passage programs.

GRADUATE ASSISTANT

DEPARTMENT OF ENGLISH AND MODERN LANGUAGES

BOWIE STATE UNIVERSITY, Bowie, Maryland, January 1985 – December 1986

Assisting senior faculty with major projects in the Department including planning and implementing a graduate English program and the 1986 Middle Atlantic Writer's Association Conference. Performing research on recent graduates of the department to include in database. Supervising classrooms in the absence of faculty members. Managing daily office activities.

RESIDENTIAL COUNSELOR

YOUNGERS OF AMERICA, Lutham, Maryland, June 1985 – June 1986

Supervising daily activities for chronic mentally ill patients living in a residential group home facility. Developing individual Rehabilitation Resident Plans (RRP). Monitoring medication of mentally ill patients. Documenting hourly and daily activities of each client. Providing support services to aid the clients in completing their RRP. Providing transportation for clients to their daily programs and those in need of medical appointments and emergency care.

EDUCATION:

BOWIE STATE UNIVERSITY, Bowie, Maryland
M.A. Degree in Counseling Psychology
Graduated December 1986.

Post-Graduate Coursework
Psychopharmacology
Drug and Alcohol Treatment
Advancing Youth Development 20-hour Training
Advancing Youth Development for Supervisors 15-hour Training

WINTHROP UNIVERSITY, Rock Hill, South Carolina
B.A. Degree in Psychology/Misc. English
Graduated May 1997

ACCOMPLISHMENTS

AWARDS

American Academy of Distinguished Students, Award Recipient
The Program for Academic and Career Enhancement (PACE), Award Recipient
Mr. Chapter of Chi Sigma Iota (National Honor Society for Counseling), Member
Presenter & Panel Member, For Southeast Family Strengthening Collaborative Annual Conference, 2001
Presenter and Panel Member, Department of Human Services Income Maintenance Administration (Topic: Coping with work-related stress), 2001
Presentation for National Board of Directors for Covenant House Corporate (Topic: Peer-Supported Pregnancy: Transforming teen pregnancy rates), 2002
Covenant House Washington (Most Dependable, 2003; Best Implementer of Service Integration, 2004)
Created, developed, and coordinated 4 District-wide Health & Prevention Fairs (350 youth & 25-30 community-based agencies, health providers, and faith based groups each year) 2001 - 2003
Speaker, Best Female Graduation, Hart Middle School, 2003
Carleaze Senior High School, Award Recipient (Outstanding Contributor to Children), 2004
Presentation for Congressional Black, Native American, Hispanic, & Pacific-American Caucus, Capitol Hill (Topic: Teen Pregnancy Prevention), 2004
Live Interview, MPQC - , 2001; WHDR Radio - Daily Drum, 2001; WITYS Radio - Zulu Show, 2004
Live Interviews, Channel 47 WUSA News, 2002 & 2004
Panelist, Congressional Black Caucus Foundation, Inc. Annual Legislative Conference, 2004 (Topic: Sex, Sexuality, Taboos, Myths And Relationships; AIDS Health In Afro-Descendant Communities)
Panelist, National Council of Negro Women Black Family Reunion, 2004 (Topic: Urban Youth Risk Factors)
Guest, National Public Radio, 2004 (Topic: Study Finds Increased Abstinence, Condom Use Among Teens)
Award Recipient, National Council of Negro Women, 2003 (Outstanding Service to Community)
Panelist, National Organization of Concerned Black Men, 2003 (Innovative Approaches to Teen Pregnancy Prevention)
Fellow, DC Children & Youth Investment Trust Corporation Emerging Leaders Institute

Achievement Preparatory Academy

(A proposed charter school for Washington, D.C.)

FOUNDING BOARD MEMBER PERFORMANCE EXPECTATIONS

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All Founding Board Members will be expected to:

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2. Advocate for the School's mission and vision, while building public and private support within the community and at any meetings with the District of Columbia Public Charter School Board.
3. Lead credibly to the School with professionalism, integrity, and motivation.
4. Collaborate with fellow Board members, the Lead Teacher, and the community to ensure diverse perspectives are heard and incorporated into the charter application.
5. Collaborate prospective Board members, donors, parents and volunteers and utilize personal and professional networks for the financial, organizational, and educational benefit of the School.
6. Contribute to the School at an annual level that is financially meaningful and appropriate.
7. Attend monthly Board meetings and participate actively and productively in discussions and votes.
8. Volunteer as needed to complete tasks during the pre-chartering phase of the School. Focus energies on governance and support the Lead Teacher.
9. Pose or address strategic questions and governance that support the mission of Achievement Preparatory Academy.
10. Disclose any potential conflicts of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regards to the matter in the interest of the School.

Signed



Date

4.3.07

*"You have to leave the city of your comfort
and go into the wilderness of your intuition.
What you'll discover will be wonderful.
What you'll discover is yourself."*

-Alan Watts

District of Columbia Public Charter School Board
Attention: Thomas Nida, Chair
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Mr. Nida:

Everyone has a bit of perceptive insight. The elders in our communities would simply call it intuition. And my intuition tells me that no one is better suited to help heal and usher our youth into adulthood than the people who live and work around them everyday in our schools, churches and neighborhoods. And for a good number of years I have tried my best to be one of these instruments of change, working in many different capacities for students in need. As I reach a new place in my life, I find myself writing this letter because I believe that there has been a profound call for change in our public education system.

I have mentored children, consoled parents, trained teachers, studied trends and still I am made humble by how much there is still to do. But there is a glass being prepared, and that glass is half full. I firmly believe that Achievement Preparatory Academy (APA) takes long strides in the proper direction. Under the guidance of Shantele Wright, the ideals and vision of this impressive school plan will come to fruition. Character education, increasing literacy rates, community involvement and fostering excellence are all top priorities of mine and needs within our communities. So, it is only after careful and thoughtful consideration that I write this letter in an effort to become a founding member of the board for APA. This would allow me to fully engage myself in this battle to change the negative trends which persist in schools throughout the District of Columbia.

I am committed to improving the educational and social opportunities for the youth in the District of Columbia. I am honored by the opportunity to demonstrate that commitment by my work as a founding board trustee of Achievement Preparatory Academy. Should you have further questions about my commitment or educational philosophy, please do not hesitate to contact me at dongsham@gwu.edu or by phone at (301) 452-1412.

Best,



Dr. Doran Gresham
Mentoring Chairman
100 Black Men of Greater Washington, DC
www.100blackmendo.org

Doran V. Gresham, Ed.D.

4700 Colonel Daniel Place
Upper Marlboro, Maryland 20772
(301) 217-3412; dgresham@adventisthealthcare.com

DISSERTATION: General education teachers' perceptions about the overrepresentation of elementary aged black males in classrooms for students with Emotional Disturbance

EDUCATION:

THE GEORGE WASHINGTON UNIVERSITY
Ed.D. (Special Education, Emotional Disturbance)

Washington, DC
March 2005

COLLEGE OF WILLIAM & MARY
M.Ed. (K-12, Emotional Disturbance/Learning Disabilities)

Williamsburg, Virginia
August 1998

UNIVERSITY OF VIRGINIA
B.A. (English)

Charlottesville, Virginia
May 1994

WORK EXPERIENCE:

ASSISTANT DIRECTOR OF EDUCATION

The Ridge School of Montgomery County
September 2006 to Present

My primary duties are to assist with the daily administrative responsibilities at the Ridge School and to serve as the principal staff development officer. This includes providing teachers with clinical observations and feedback.

CHIEF OPERATING OFFICER

Life Places To Masterpieces, LLC
January 2005 to August 2006

As the Chief Operating Officer at Life Places To Masterpieces it is my responsibility to oversee the day to day operations of this after school arts immersion mentoring program. This includes curriculum development, curriculum delivery and serving as the site administrator.

DIRECTOR OF RESEARCH & DEVELOPMENT

Quella Arts Int, LLC
August 2005 to Present

Quella Arts Int, LLC is a grass roots organization in the nation's capital that has three major objectives: 1) Create a database of artists so that opportunities for employment and services can be disseminated easily, 2) Community outreach in the form of mentoring and educational reform, and 3) Research in the area of special education and minority achievement. My chief duties as the Director of Research and Development are to establish a research agenda for the organization, assist with the data gathering process and to aid the organization in presenting their findings to the public.

UNIVERSITY SUPERVISOR

The George Washington University
August 2004 to July 2005

This position allowed me to recruit, advise and train graduate interns for the Part-time Programs to Teach Students with Emotional and Behavioral Disabilities. I was also responsible clinical supervision, feedback, college teaching, staffing adjunct instructors and assisting with financial duties (tracking budgets, billing schools, serving as a liaison between the graduate students and the student accounts office etc.).

PROJECT DIRECTOR

The George Washington University
August 2003 to August 2004

As the project director for the full and part-time Programs to Teach Students with Emotional and Behavioral Disabilities, my chief duties were to assist the principal investigator with her administrative responsibilities. This included tracking the progress of part-time students enrolled in the master's program as well as handling budgetary concerns, student recruitment, interviewing candidates and college teaching.

CO-COORDINATOR

100 Black Men of Greater Washington, DC
January 2002 to October 2004
March 2005 to Present

The Saturday Leadership Academy (SLA) is an ongoing program that I helped to design with members of 100 Black Men of Greater Washington, DC. As the co-coordinator for the program, some of my principle duties were to recruit/train students, staff volunteers, assist with the creation of a curriculum, develop a budget and implement the program in both its pilot year and second year. This program operates under the motto, "What they see is what they'll be" and seeks to increase the access to positive opportunities for the many students of color in the DC metropolitan area.

RESEARCH ASSOCIATE

The George Washington University
July 1999 to August 2000

As the research associate for the Programs to Teach Students with Emotional and Behavioral Disabilities, I was the liaison between the University and Professional Development School (PDS). My responsibilities were to recruit/train graduate interns for the part and full-time programs, serve as an on-site resource to graduate interns, assist with supervision/feedback and to co-teach graduate seminars.

ADJUNCT INSTRUCTOR

The George Washington University

SPED 231, Graduate Internship Fall 2000
SPED 201, Graduate Internship Fall 2000
SPED 250, Graduate Internship Spring 2002 & Fall 2004

ADJUNCT CO-INSTRUCTOR

The George Washington University

SPED 250, Characteristics of EBD Fall 2002

TEACHER/CASE MANAGER

Montgomery County Public Schools

SLD English 09, 10 & 11 June 1998 to June 1999

PRIMARY & INTERMEDIATE SED, INTENSITY IV

August 1996 to June 1998

COMMUNITY/PROFESSIONAL SERVICE

100 Black Men of Greater Washington, DC Man of the Year (2004), Holmes Scholar (2002 to 2005), Phi Delta Kappa, Historian (2005 to 2006), CEC Student Chapter, Vice President (2000 to 2002) and Holmes Alumni (2005 to Present)

Achievement Preparatory Academy

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4. Collaborate with fellow Board members, the Lead Founder, and the community to ensure diverse perspectives are heard and incorporated into the charter application.
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7. Attend monthly Board meetings and participate actively and productively in discussions and votes.
8. Volunteer as needed to complete tasks during the pre-chartering phase of the School. These strategies in governance will support the Lead Founder.
9. Focus on critical strategic questions and governance that supports the success of Achievement Preparatory Academy.
10. Disclose any potential conflicts of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regards to the matter in the interest of the School.

Signed Diana Smith

Date March 30, 2017



THE EAST OF THE RIVER CLERGY POLICE COMMUNITY PARTNERSHIP, INC.

4105 First Street, S.E. • Washington, D.C. 20002 • (202) 373-5767 Office • (202) 373-5769 Fax

April 2, 2007

District of Columbia Public Charter School Board
Attention: Thomas Nida, Chair
3333 14th Street, N.W., Suite 210
Washington, DC 20010

Dear Mr. Nida,

I am pleased to express my commitment to and support for establishing and governing Achievement Preparatory Academy. It is a privilege and honor to be asked to serve on the board of this school. Achievement Preparatory Academy seeks to make an impact in the communities of which I am so personally vested and work diligently each day to improve. I am a proud resident of East of the River and I am determined to see quality education return to the public schools. I believe that Achievement Preparatory Academy will offer that education.

I am intimately familiar with the needs and challenges of Southeast D.C. As a minister, I have committed my life to serving youth and adults alike. I know the power of education and I know the changes that can be made in the life of a child who is supported, valued and encouraged. In my current position as Executive Director of East of the River Clergy Police Community Partnership ("ERCPCP"), I work closely with the children and families East of the River. ERCPCP works with local schools, mentoring students and providing school administration with resources and support. I am aware of the issues surrounding our public schools. I wholeheartedly believe that our vision for Achievement Preparatory Academy to develop students as scholars and leaders who give back to their communities can make a lasting impact on our communities.

Should we be granted a charter, I will continue to leverage my personal connections on behalf of the school and use my wisdom and insight about the community to inform our outreach and community partnerships. I will serve faithfully ensuring that our school operates in integrity and is faithful to our charter. I am looking forward to Achievement Preparatory Academy becoming a reality for East of the River.

If I can be of any further assistance or if you would like to contact me, you may reach me at 202-373-5767.

Sincerely,


Reverend Donald L. Isaac

Reclaiming a generation...One child at a time.

Mr. Robert L. Harrison
Deputy Community Partner

Reverend Henry James
Pastor, Mount Zion Baptist Church

Reverend Bob Stallins
Pastor, Antioch Baptist Church

Reverend Thomas Dugan, III
Pastor, Lutheran Church of the Holy Comforts

Reverend Dr. Rudy Talbot
Pastor, First Baptist Church of Mount Airy

Justice Chief Willie Washington
Montgomery Police Department

Mr. Ted Smith
District Montgomery Police Department
Planning & Prevention

Reverend Donald L. Scott
Executive Director, East of the River Clergy
Police Community Partnership, Inc.

Mr. Linda Gordon
Executive Director, District Computer

Mr. Angel Terry-Charles
Pastor, Mt. Zion

Mr. Lawrence Warner
Community and Offender Services Agent

Rev. Donald L. Isaac
Executive Director
East of River Clergy Police-Community Partnership, Inc.
4105 First Street, S.E.
Washington, D.C. 20002
202.373.5767 202.373.5769 fax
dlaac@ercpcp.org

Rev. Isaac is the Executive Director of The East of the River Clergy, Police, Community Partnership (ERCPCP), a clergy lead collaboration that was created to address issues associated with at risk and high risk youth and young adults that are in or at great risk of being in the criminal justice system. Since its inception ERCPCP has grown from a staff of one with one source of funding to the current staff of fourteen with more than ten sources of funding. For the 2003 program year total funding will exceed one million dollars.

Before coming to ERCPCP Rev. Isaac spent twenty years in the District of Columbia government where he served as Chief Financial Officer for the Council of the District of Columbia and as Senior Financial Auditor for the Office of The District of Columbia Auditor.

Rev. Isaac also serves as the Chairman of the Court Services and Offender Supervision Agency (CSOSA) Faith Advisory Committee. He is a member of the Juvenile Justice Advisory Committee and the Congressional Committee on the State of Black Men and Boys. He also serves on the advisory board of the Riverside Hospital and Treatment Center, a drug program for juveniles and as Senior Spiritual Advisor to Community Action Group (CAG), a residential and transitional program for court assigned persons requiring drug treatment.

Rev. Isaac has been a licensed real estate broker for more than twenty years and has served as a consultant to a community development corporation and advised the city in the development of programs to assist first time home purchasers.

Rev. Isaac has attended the University of the District of Columbia, Howard University and received an A.S. and B.S. in City Planning. Rev. Isaac has also attended the Washington Baptist Seminary and Howard University School of Divinity in pursuit of a Master of Divinity degree. Rev. Isaac is currently pursuing a M.P.A. in non-profit management from the Southeastern University.

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9. Focus on critical strategic questions and governance that supports the success of Achievement Preparatory Academy.
10. Disclose any potential conflicts of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regard to the matter in the interest of the School.

Sign: Donald A. Dineen

Date: March 18, 2017

From the Desk of Valerie E. Mitchell

24 March 2007

To Whom It May Concern:

It is with great honor and enthusiasm that I assert my interest in and commitment to establishing and supporting Achievement Preparatory Academy. As a founding member, I believe wholeheartedly in our mission to prepare students in grades four through eight to excel as high achieving scholars and leaders in high school, college and beyond. I recognize the charter school movement as a vehicle to improve the quality of education for students who have traditionally been underserved. And I have dedicated my professional career to providing traditionally underserved students with equitable access to education by working in urban charter schools.

The founders of Achievement Prep seek to provide young people with the solid educational foundation necessary to succeed in today's ever-changing society. We have done this as individuals in our respective careers and personal lives; now we are bringing our varied skill sets together to widen our sphere of influence. I, in particular, have had the opportunity to contribute my knowledge of the structures and systems of a highly successful charter middle school as well as a proficiency in curriculum development and instruction to the drafting of this charter school application.

Should our charter be granted, I will continue contributing to Achievement Prep in this manner as we move toward preparation for opening and maintaining operations once we are serving children on a daily basis. This will include spearheading the development of content-area curricula, identifying curriculum materials and resources, and assisting in the creation of training modules for faculty and staff.

The vision for our proposed charter school began as the vision for many successful charter schools: probably did a goal, seemingly far-reaching, to close the achievement gap for traditionally underserved young people. But we have worked tirelessly to ensure that Achievement Prep becomes a reality for fourth through eighth graders in the District of Columbia—particularly East of the River—so that they may have educational and career options in their futures. I am excited to serve with a team of dedicated individuals to do this challenging, yet vital, work. I look forward to continuing my commitment to Achievement Prep.



Valerie Mitchell

Valerie Mitchell

4300 C Street SE
Washington, DC 20019
202/344-4999
valmitch@bethell.com

OBJECTIVE

Seeking an opportunity to incorporate skills of education, program coordination, & school administration in an environment that advocates for all young people.

EDUCATION & CREDENTIALS

University of California, Berkeley • Berkeley, CA • May 2000

M.A., Education • GPA: 3.9

Multiple-Subject K-12 California Teaching Credential, Graduate Opportunity Fellowship, Cal T-Grant

Spartan College • Atlanta, GA • May 1998

B.A., English / Writing • GPA: 3.8

Phi Beta Kappa National Honor Society, Alpha Cum Laude, Rockefeller Brothers Fund Fellowship for Minority Students Entering the Teaching Profession, Sigma Tau Delta National English Honor Society, Ethel Waddell Giffith Honors Program

EXPERIENCE

SEED Public Charter School • Washington, DC • July 2005 to present

Student Life Coordinator

Collaborated with other SEED administrators in the reorganization of the Boarding Program into the Student Life Program for the nation's first 7th - 12th grade urban public boarding school—including program development, hiring of staff, and creation and implementation of training. Participated in spearheading improvement and accountability plan for the program. Directly supervised and managed 12 Life Skills Counselors and 6 Resident Assistants. Provided oversight of the girls' dorm and female portion of the Student Life (boarding) program. Served as an administrator on campus. Mediated (student and staff) peer, staff-student, and staff-parent conflicts and/or concerns. Cultivated relationships between Student Life Faculty and students' families. Fostered collaboration between Academic Faculty and Student Life Faculty to better support and serve students. Developed and oversaw individualized professional development plans for staff members. Conducted formal and informal observations of Student Life Faculty to provide feedback on improved job performance. Spearheaded development, implementation, and assessment of the current HALLS (Habits for Achieving Life Long Success) life skills curriculum for all students. Conducted extensive research of character education and study skills to implement best practices at the institution. Coached and mentored Life Skills Counselors and Resident Assistants in lesson planning, lesson implementation, program development, and behavior management. Led and co-led professional development workshops on curriculum development, discipline, and study skills instruction.

SEED Public Charter School • Washington, DC • August 2004 to June 2005

Academic Support Coordinator

Coordinated all academic aspects of the Boarding Program. Created and implemented a differentiated and consistent study hall structure for middle school and upper school students. Acted as the liaison between academic and boarding faculty for student and programmatic concerns and faculty collaboration. Evaluated Boarding instructors in the implementation of best practices to meet the academic needs of students. Served as an administrator on campus. Regularly served as the primary contact for campus emergencies. Held membership on SEED Council (campus senior administrative team), Instructional Development Committee (responsible for faculty professional development), and the Child Study Team (referral and intervention team for students with academic, behavioral, emotional, or social concerns). Participated in Los Angeles feasibility study for opening a SEED school in the LA metropolitan area. Coordinated a study skills curriculum for middle school students. Recruited and oversaw parent volunteers during middle and upper school study hall. Developed multiple rubrics for boarding faculty to use in assessing student progress in the life skills curriculum. Served on the planning team to restructure Boarding Program.

EXPERIENCE (cont'd)

Roxbury Preparatory Charter School • Roxbury, MA • August 2000 to June 2004

6th & 7th Grade Reading & 8th Grade English Teacher, Literacy Center Coordinator

Developed and implemented sixth through eighth grade reading curricula and an eighth grade English curriculum based on state standards. Edited and revised those curricula annually and as needed throughout the school year. Instructed students in successfully mastering skills assessed on state and national standardized tests. Devised internal assessment and accountability methods to determine student progress. Co-developed and implemented a character development advisory curriculum for middle school students. Added to designing and conducting workshops to actively involve parents in their children's education. Created a school library complete with an automated catalog system. Held responsibility for researching and purchasing new books and screening existing books. Managed literacy center budget. Coordinated student and adult presentations in order to promote use of the literacy center. Wrote a manual for teachers to use in our pleasurable reading program (DCAE). Worked with students in the high school application process to develop quality writing samples and personal statements. Served as eighth-grade team leader and facilitated discussions about strategies to support individual students. Helped develop and disseminate best practices in literacy instruction across grade levels. Acted as family-school liaison for students to keep families abreast of student achievement (academically and socially). Co-managed an eighth grade homework center/study hall. Participated with four other Roxbury Prep teachers in a statewide academy to research increasing student achievement through the development of critical thinking skills. Collaborated with other teachers to create interdisciplinary projects. Represented the school at fund raising and recruiting events. Managed literacy center volunteers.

Berkeley Reads • Berkeley, CA • June 1998 to March 1999

Families for Literacy Coordinator & Summer Learning Day Camp Coordinator

Created and executed tutoring program designed for children of parents participating in adult literacy programs. Trained teen volunteers as tutors for child participants. Developed math curriculum for participating children. Compiled and distributed children's books to participating families. Created and executed programs to engage parents and children in the family reading process. Assisted parents in learning how to read to their children.

REFERENCES

Available upon request.

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Signature

School
Patricia

Date: April 3, 2007



Prepare for Life

Office of Student Life

Monday, March 19, 2012

To: Whomever May Concern...

Greetings and Salutations! My name is William Bailey, and I had from Bowie State University, the oldest Historically Black Institution in the state of Maryland, and the campus where students "Prepare for Life". As a professional in higher education, I have the opportunity to witness young minds grow and develop right before my eyes. While I understand that the university environment plays a real role in shaping our youth mindfully, I truly believe that the foundation for their development is K-12.

Hickert Spencer once stated that "education is closely associated with change, it is present, is the never-sleeping agent of revolution, is always fixing men for higher things and unfitting them for things as they are." As with Mr. Spencer, it is my belief that education is the greatest change agent available to individuals who seek it. Moreover, I believe that good quality education should be afforded to each and every one of our youth, making less is unacceptable.

As a proud product and alumnus of three public schools in the District of Columbia, I am excited about education. I understand that I owe a great deal to my educators, as they have played a vital role in getting me to where I am today. My K-12 experience has served as a great foundation for my higher educational journey. For that very reason, I am committed wholeheartedly to the mission of Achievement Preparatory Academy.

Having the opportunity to work in a public charter school has allowed me to witness the importance of schools like Achievement Preparatory Academy. Through our mission, we intend to serve DC's youth, and have a great impact on their lives. This commitment is shared by all members of the founding board, and in the foundation set by our great leader, Mrs. Shantele Wright. Mrs. Wright has proven herself to be an educator committed to excellence and high quality learning and teaching in the public school system. She believes that good quality education is necessary to prepare of youth for life that comes.

I get excited knowing that there are individuals like Mrs. Wright who are committed, not only verbally but through action, to the betterment of education for our youth. Moreover, I am honored to serve as a member of the Achievement Preparatory Academy Founding Board. It excites me knowing that a high quality middle school will be readily available for students located East of the River.

As we begin the process of chartering our school, I remain steadfast in knowing that each and every member of our founding board is committed to the success of Achievement Preparatory Academy. I am even more excited knowing that students will develop holistically and intellectually within the walls of Achievement Preparatory Academy, and that I would have a part in shaping their lives. Please feel free to contact me on (202) 491-1080 if you have any question or need any additional information.

Sincerely,

William Bailey
Coordinator for Special Events and Programming

WILLIAM R. RIDLEY

1722 Thirtieth Street, NW

Washington, DC 20009

Cell: (202) 491-7080

Home: (202) 462-5256

Email: wr Ridley@bowlestata.edu

OBJECTIVE

Seeking a progressively responsible position within a professional organization that will afford me the opportunity to apply innovative ideas and solutions to support a success-driven and customer service-oriented agency.

EXPERIENCE

Bowie State University

14000 Jericho Park Road Bowie, MD 20715

Job Developer (February 2006-Present)

Direct and manage the university's Job Development program designed to solicit and engage government, corporate and community organizations in which to partner and provide multidiscipline employment and internship opportunities to the university undergraduate and graduate students. Act as principle university liaison responsible for the management of all such partner relationships, which include conducting site-visits, and student staff evaluations. Source and recommend student employment training, coaching and mentoring opportunities to enhance participating student understanding, marketability and suitability to maximize individual student achievement and viability for continued and/or future employment.

Mirrors Restaurant and Lounge

33 New York Avenue, Northeast Washington, DC

Special Events and Public Relations Specialist (June 2005-Present)

Provide professional expertise and direction in the planning and execution of high quality events and functions. Develop and maintain highly professional standards and procedures for production of events in keeping with the image and reputation of the Mirrors, while simultaneously ensuring that the priorities of our clients are reflected in the planning and presentation of events. I am also responsible for identifying and facilitating discussion and decisions about issues affecting events. Moreover, I am also responsible for building and maintaining positive relationships with media and the public to ensure all events are successfully advertised and well attended.

SEED Public Charter School

4200 C Street Southeast, Washington DC 20002

Life Skills Counselor (August 2005-February 2006)

Developed and taught lessons from the Habits for Achieving Life Long Success (HALLS) curriculum. Worked primarily with 9-12th grade males in facilitating student development and providing opportunities for their academic and social development. Developed program objectives and responsibilities among staff to ensure effective implementation.

Bowie State University

14000 Jericho Park Road Bowie, MD 20715

Graduate Resident Director (September 2004-July 2005)

Managed all day-to-day operations of the residence hall, which included facilitating student development and providing opportunities for their academic and social development. In addition, I developed program objectives and responsibilities among staff to ensure effective implementation. Collaborated with four resident assistants to develop an environment where residents' needs are effectively addressed.

Bowie State University

14000 Jericho Park Road Bowie, MD 20715

Special Assistant (September 2003-May 2004)

Office of Commuter Affairs & Community Service

Maintained the day-to-day operation of the office, which included preparing written responses to formal and informal inquiries. Coordinated and conducted evaluative surveys for program development and organized special events. Coordinated and facilitated speaker and entertainment for campus sundry activities.

Spirit Cruises Incorporated

Pier 4, 6th & Water Streets, Southwest Washington, DC 20012

Spirit of Washington

Restaurant Supervisor (April 1999-September 2001)

Collaborated with restaurant management and supervised the day-to-day operational duties for a team of thirty (30) employees. Maintained records and coordinated/conducted staff development and training for employees.

EDUCATION

Master of Arts, expected date of completion December 2006

Bowie State University, Bowie, MD

Major: Organizational Communication

Bachelor of Arts, December 2003

Bowie State University, Bowie, MD

Major: Fine & Performing Arts

High School Diploma, June 1996

Duke Ellington School of the Arts, Washington, DC

Achievement Preparatory Academy

(A proposed charter school for Washington, D.C.)

FOUNDING BOARD MEMBER PERFORMANCE EXPECTATIONS

By accepting a position as a Founding Board ("Board") member of Achievement Preparatory Academy, I acknowledge that I have read and agree with the Performance Expectations listed below. I pledge to make every effort to meet or exceed these expectations.

All Founding Board Members will be expected to:

1. Govern the Board by meeting the expectations as detailed in the Achievement Preparatory Academy Founding Board Job Description & Responsibilities and all legal responsibilities of Board membership.
2. Advocate for the School's mission and vision while building public and private support within the community and at any interviews with the District of Columbia Public Charter School Board.
3. Lend credibility to the School with professionalism, integrity, and enthusiasm.
4. Collaborate with fellow Board members, the Lead Founder, and the community to ensure diverse perspectives are heard and incorporated into the charter application.
5. Cultivate prospective Board members, donors, parents, and educators and utilize personal and professional networks for the financial, organizational, and educational benefit of the School.
6. Contribute to the School at an actual level that is personally meaningful and appropriate.
7. Attend monthly Board meetings and participate actively and productively in discussions and votes.
8. Volunteer as needed to complete tasks during the pre-chartering phase of the School. Focus examples on governance and support the Lead Founder.
9. Focus on critical strategic questions and governance that supports the success of Achievement Preparatory Academy.
10. Disclose any potential conflict of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regards to the matter in the interest of the

Signature: 

Date: 4/3/07

Shantelle D. Wright
42 V Street, NW
Washington, DC 20001

To Whom It May Concern:

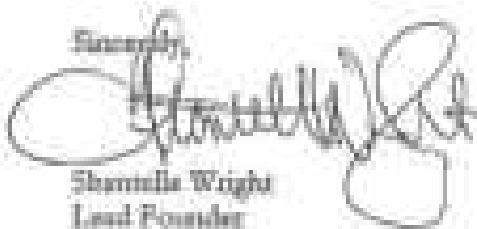
It is with great enthusiasm that I submit this personal statement regarding my role as Lead Founder of Achievement Preparatory Academy. I have had the honor and privilege of working with an exceptional group of individuals dedicated to fighting the "good fight" of closing the achievement gap in education - and winning. I have worked side by side with the founding group to design a school that will open doors for children and families that might otherwise remain closed without such an educational choice.

As a current fellow of the Building Excellent Schools fellowship program, I have received training in school design, human resources, board development and charter school financial management that has allowed me to effectively develop and lead a strong board capable of governing a successful charter school. The fellowship has also allowed me to develop key relationships with and learn best practices from leaders of some of the highest-performing charter schools in the country.

Over the Nothing is more important than ensuring that ALL children, regardless of race or socio-economic status, have an equal opportunity to a free, high quality, public education where they can achieve academic and personal success. I am passionate about improving the educational opportunities for the children and families East of the River. As Lead Founder of Achievement Preparatory Academy, I will continue to lead a group of people to help ensure that these opportunities become reality for the children and families of the District of Columbia. If chartered, I will work steadfast to ensure that Achievement Preparatory Academy fulfills its mission in the lives of each and every child we have the honor to serve.

I am humbled by the opportunity I have had to work with such an extraordinarily talented group as the founders of Achievement Preparatory Academy. I look forward to continuing my leadership commitment as the Head of School of Achievement Preparatory Academy in the event we receive charter approval.

Sincerely,



Shantelle Wright
Lead Founder

Achievement Preparatory Academy

A proposed public charter school for the District of Columbia

SHANTELE D. WRIGHT

42 V Street, NW • Washington, DC 20001
(202) 441-7000 • sdwright21@yahoo.com

EDUCATION

The George Washington University School of Law, Washington, D.C.
Juris Doctor (J.D.), 1998

Hampton University, Hampton, Virginia
B.A., Sociology 1995, Magna Cum Laude

PROFESSIONAL EXPERIENCE

Building Excellent Schools, Boston, MA

Fellow, Proposed Head of School

August 2006 to Present

Executive training and assistance to develop the school design and charter proposal for Achievement Preparatory Academy, a grades 4-8 college-preparatory charter school in Washington, DC. Developing 5-year projected budget for the sound fiscal viability of Achievement Preparatory Academy. Visiting 30+ of the highest performing charter schools in the Northeast and using best practices to inform the design of Achievement Preparatory Academy. Identifying and governing the initial founding board of Achievement Preparatory Academy. Building strong community and political support.

Pennance Companies, Washington, D.C.

Consultant/Contract Attorney

January 2006 to August 2006

Staff Attorney working in-house with renowned real estate development company on various commercial real estate acquisition, disposition, development, financing and leasing transactions.

The SEED Public Charter School of Washington, D.C., Washington, DC

Assistant Head of School for Student Life

June 2005 – December 2005

Director of Boarding Programs

May 2004 – June 2005

One of the lead administrators of the nation's only urban, public, boarding school for grades seven through twelve. Responsible for the direct oversight and day to day operations of the Student Life Program. Responsible for the recruitment, hiring, retention, management, evaluation, and professional development of a faculty comprised of five (5) lead managers and 45 plus faculty members. Supervised and managed a program and operating budget in excess of \$1.5 million. Responsible for providing leadership and direction in the development, implementation, and assessment of the school's life skills curriculum *Habits for Achieving Life Long Success (HALLS)*. Responsible for ensuring coordination and consistency of programs and services across/throughout the Student Life Program; and horizontal integration of the Student Life programs and services with the school's Academic Program. Responsible for providing crisis intervention to both students and adults as necessary, and for providing supervisory support for disciplinary issues in complex and/or extreme situations.

The SEED Public Charter School of Washington, D.C., Washington, DC

Boarding Program Coordinator

July 2003 – May 2004

Responsible for planning, coordinating and overseeing the logistics of boarding programs such as after-school programs and activities, field trips, community service programs, guest speakers and cultural events. Developed community partnerships and served as the primary liaison with various agencies and organizations. Responsible for building and executing a distinguished guest speaker series program to supplement the personal development of students. Developed a comprehensive and systematic cultural events activities program for students and faculty.

Another Way Challenge Center, Hagerstown, Maryland

Assistant Executive Director

Lead Facilitator/Core Counselor

October 2002 – July 2003

August 2000 – October 2002

Responsible for developing and implementing a marketing and outreach plan for the center. Responsible for the recruiting, hiring and training of all staff and counselors. Responsible for \$45,000 program budget. Responsible for planning and overseeing the implementation of all workshops, seminars, lesson plans, events and retreats, including AWCC eight week overnight summer camp for at-risk and low income youth. Created retreat and workshop curriculum and activities on self-esteem, sexual education, decision-making and conflict resolution. Created and updated systems for tracking and monitoring participant progress and accomplishments. Prepared semi-monthly status updates for executive director and board of directors.

Shaw Pittman LLP, Washington, D.C. (now Pillsbury Winthrop Shaw Pittman, LLP)

Associate, Appointed Member of Firm Recruiting Committee

Summer Associate

August 1994 – November 2002

May 1997 – August 1997

Practice involved representation of real estate developers, public and private companies, and private and publicly traded Real Estate Investment Trusts in various acquisition, disposition, development, financing and leasing transactions. Practice also involved marketing various areas of the firm's real estate expertise to existing and potential clients, conducting client meetings, and advising clients on various corporate matters, including entity formation and corporate organizational requirements. Experience includes drafting and conducting negotiations of letters of intent, term sheets, contracts, loan documents and other conveyance documents; closing the acquisition or disposition of properties; and drafting and negotiating various leasing, management, development, licensing and joint venture agreements. Represented pro bono clients in landlord/tenant, small claims, and family matters in the District of Columbia Superior Court.

BAR ADMISSIONS

- Maryland State Bar (1994)
- District of Columbia Bar (1999)

PROFESSIONAL AFFILIATIONS

- District of Columbia Bar Association
- Maryland Bar Association
- Delta Sigma Theta Society Incorporated
- TABS - The Association of Boarding Schools
- CORE - Center for Residential Education

PROFESSIONAL REFERENCES AVAILABLE UPON REQUEST

Achievement Preparatory Academy

(A proposed charter school for Washington, D.C.)

FOUNDING BOARD MEMBER PERFORMANCE EXPECTATIONS

By accepting a position as a Founding Board ("Board") member of Achievement Preparatory Academy, I acknowledge that I have read and agree with the Performance Expectations listed below. I pledge to make every effort to meet or exceed these expectations.

All Founding Board Members will be expected to:

1. Govern the Board by meeting the expectations as detailed in the Achievement Preparatory Academy Founding Board Job Description & Responsibilities and all legal responsibilities of Board membership.
2. Advocate for the School's mission and vision while building public and private support within the community and at any intersections with the District of Columbia Public Charter School Board.
3. Lead credibility in the School with professionals, parents, and students.
4. Collaborate with fellow Board members, the Lead Founder, and the community to ensure diverse perspectives are heard and incorporated into the charter application.
5. Cultivate prospective Board members, donors, parents, and volunteers and utilize personal and professional networks for the financial, organizational, and educational benefit of the School.
6. Contribute to the School at an annual level that is personally meaningful and appropriate.
7. Attend monthly Board meetings and participate actively and productively in discussions and votes.
8. Volunteer as needed to complete tasks during the pre-chartering phase of the School. Focus energies on governance and support the Lead Founder.
9. Focus on critical strategic questions and governance that supports the success of Achievement Preparatory Academy.
10. Disclose any potential conflicts of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regards to the matter in the interest of the School.

Signed: _____

Shantell Wright

one March 3, 2007



National Alliance for Public Charter Schools

National Alliance for Public Charter Schools

1101 14th Street, NW, Suite 801
Washington, D.C. 20005

tel. 202.296.2736
fax. 202.296.4028

www.PublicCharters.org

March 21, 2007

To Whom It May Concern:

It is with great pleasure and commitment that I express my intent to serve on the Founding Board of Trustees at Achievement Preparatory Academy, a proposed charter school that will be located east of the Anacostia River in Washington, D.C.

My desire to serve as a trustee is rooted in a belief that I share with the Lead Founder, Shantelle Wright -- closing the achievement gap is the civil rights issue of our time. Since education is the foundation of the American Dream, it is imperative that all children, regardless of race or wealth, be offered a quality public education that empowers them to live happily and prosperously. That provides access to the American Dream. I believe charter schooling has proven it can close the achievement gap when executed effectively and, in turn, provide access to the American Dream that has historically eluded so many from underserved communities. In fact, I believe in the charter school remedy to closing the achievement gap so much that I've altered my professional career to support the growth of high quality charter schools.

My commitment to Achievement Preparatory Academy is just as deep as my commitment to closing the achievement gap. As a founding group member, I've informed and helped structure the financial planning and business operations of the proposed school. When made a trustee, I will continue to draw on my professional experiences in corporate finance and business development -- especially in the areas of finance, development, and school operations -- to ensure accountability, compliance, and high performance. My current position as Chief Financial Officer at the National Alliance for Public Charter Schools will allow me to contribute even further as I plan to share the latest in published research, documented best practices, and emerging charter school issues.

I am excited about the hope that Achievement Preparatory Academy offers and am honored to help deliver that hope to so many deserving families.

Sincerely,



Ursula Wright
Chief Financial Officer

Ursula L. Wright

14224 Long Green Drive • Silver Spring, MD 20906 • (301) 632-8742 • wright2001@earthlink.net

EXPERIENCE

2016 - Present	National Alliance for Public Charter Schools <i>Chief Financial Officer</i> • Provide strategic and tactical support to the leadership team and Board of Directors on matters related to financial & strategic planning, budgeting, and procurement activities. • Drive the creation and adoption of all organizational financial policies and procedures. • Serve as principal staff to the Board's Audit and Finance committees. Served as acting Chief of Staff.	Washington, DC
2003 - 2006	GEIS (formerly a General Electric subsidiary) <i>Corporate Planning & Analysis Manager</i> • Provided financial leadership to American sales team. Supported formulation and execution of sales strategies relative to key customer segments. Calculated deal valuations and sales quotas. Analyzed revenue target achievement. • Collaborated with Executive Leaders to conduct financial analyses that supports global strategic planning. Responsibilities included project FAL, trend analysis, forecasting, financial reporting, and board strategy. • Reorganized corporate reporting to better support executive decision making and foster standardization across various business functions. Outputs include Board of Directors presentations, executive spending reviews, and management briefing books. Contributed to corporate turn-around initiatives.	Cockeysburg, MD
Fall Yr. 2002	IGATE, INC. <i>Business Development, Independent Management Consultant</i> • Created profitability models to attract new investment streams and guide growth strategies for an early-stage broadband networking company. Co-structured bridge financing transactions. • Identified, researched, and solicited new revenue opportunities. Supported existing investor and JV relations. • Managed business plan development, authored revenue communications, and constructed staff model.	Washington, DC
Fall 2001	CASSEDY & ASSOCIATES <i>Business Development, Post-Graduate Fellow</i> • Produced "a list" industry analysis for legendary Washington lobbying firm in response to 9/11 attacks. Identified, researched, and analyzed potential new business clients and strategies.	Washington, DC
Summer 2000	PRICEWATERHOUSECOOPERS, LLP <i>Management Consulting Services, Strategic Change Intern</i> • Co-structured an offshore credit card strategy for a diversified financial services firm. Conducted competitive benchmarking and customer segmentation analyses. Formulated market entry strategies. Developed national marketing plan. Presented market entry recommendations to client CEO.	Chicago, IL
1993 - 1999	THE CHASE MANHATTAN BANK <i>National Consumer Services - Pricing and Mkt. Senior Pricing Associate - AYP, 1999</i> • Conducted regional financial reporting that identified pricing strengths, weaknesses, and opportunities for a \$60-\$80bn deposit product portfolio. Assistant managed professional team of five. <i>National Consumer Services - Product Management, Online Banking Product Manager - AYP, 1997 - 1999</i> • Conceived, planned, and implemented third party online banking service migration program that yielded \$2.2 million in annualized cost savings. Led cross-functional project implementation team. • Managed phased launch and national sale of Chase Online Banking that resulted in the acquisition of 200,000 proprietary online banking customers in less than one year. • Identified and corrected cost inefficiencies. Reduced fulfillment costs by 40%, which generated \$500,000+ in annualized cost savings. Implemented off-line domain to replace costly legacy platform. • Supervised and trained management trainees in Product Management rotations. <i>National Consumer Services - Product Management, Online Banking Program Manager - AT, 1996 - 1997</i> • Executed all marketing and sales promotion campaigns for personal financial management product set. Guided sales strategy for a regional branch sales force of 6,000+. Co-managed strategic partnerships. • Increased customer activation rates 25% by enhancing third party usage program. Directed communication campaigns about mail, wireless, and electronic messaging.	New York, NY

EDUCATION

1999 - 2001

**KELLOGG GRADUATE SCHOOL OF MANAGEMENT
NORTHWESTERN UNIVERSITY**

Evanston, IL

Master of Business Administration

- Concentrations: Strategy, Planning, and Management of Technology & E-commerce
- Elected President, Black Management Association

1991 - 1995

SPELMAN COLLEGE

Atlanta, GA

Bachelor of Arts in Economics, minor in International Studies

- Accomplishments: SAIS Fellow, Spelman Academic Scholar, Phi Beta Kappa, Dean's List, cum laude

OTHER

- Executive Education Courses: McDonough School of Business, Georgetown University
- External Reviewer, The World Bank Development Marketplace Business Plan Competition, 2003
- Vice-President, Washington Area Chapter - National Alumni Association of Spelman College
- Alumni Giving Chairperson, Washington Area Chapter - National Alumni Association of Spelman College
- Volunteer Instructor, Junior Achievement
- Alumni Interviewer, Kellogg Graduate School of Management - Office of Admissions

Achievement Preparatory Academy

(A proposed charter school for Washington, D.C.)

FOUNDING BOARD MEMBER PERFORMANCE EXPECTATIONS

By accepting a position as a Founding Board ("Board") member of Achievement Preparatory Academy, I acknowledge that I have read and agree with the Performance Expectations listed below. I pledge to make every effort to meet or exceed these expectations.

All Founding Board Members will be expected to:

1. Govern the Board by creating the environment as needed in the Achievement Preparatory Academy Founding Board Job Description & Responsibilities and all legal responsibilities of Board membership.
2. Advocate for the School's mission and vision while building public and private support within the community and as my interfaces with the District of Columbia Public Charter School Board.
3. Lead credibly to the School with professionalism, integrity, and enthusiasm.
4. Collaborate with fellow Board members, the Lead Principal, and the community to ensure diverse perspectives are heard and incorporated into the charter application.
5. Cultivate prospective Board members, donors, parents, and volunteers and utilize personal and professional networks for the financial, organizational, and institutional benefit of the School.
6. Contribute to the School in an unique and that is primarily meaningful and appropriate.
7. Attend monthly Board meetings and participate actively and productively in discussions and votes.
8. Volunteer as needed to complete tasks during the pre-chartering phase of the School. Focus energies on governance and support the Lead Principal.
9. Focus on Board strategic decisions and governance that support the *mission of Achievement Preparatory Academy*.
10. Disclose any potential conflicts of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regards to the matter in the interest of the School.

Signature: _____

Date: _____

4/3/2007

CONFLICT OF INTEREST FORM

(This form must be included in the application and completed by all funding and Board of Finance members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation in a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ☐ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ☐ No ☒
3. Do or will you or your spouse have or sell property to the proposed charter school? Yes ☐ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ☐ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned to any school? Yes ☐ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractor? Yes ☐ No ☒
7. Did you or your spouse provide any start-up funds to the proposed charter school? Yes ☐ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ☐ No ☒
9. Does any other board, group, or corporation believe it has a right to control or have input on when you will act as a funding member or member of the Board of Finance? Yes ☐ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ☐ No ☒
11. Do you currently serve as a public official? Yes ☐ No ☒
12. Have you, your spouse, or any member of your immediate family applied or established or participated in the establishment of a charter school? Yes ☐ No ☒
13. In the best of your knowledge, are there situations you described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ☐ No ☒


Signature of Authorized Chartering Official


Funding Board Member


Applicant Organization


Date Submitted

CONFLICT OF INTEREST FORM

(This form must be included in the application and completed by all founding and Board of Trustees members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question:

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ☐ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ☐ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ☐ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ☐ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or issued it any money? Yes ☐ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ☐ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ☐ No ☒
8. Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ☐ No ☒
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ☐ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ☐ No ☒
11. Do you currently serve as a public official? Yes ☐ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ☐ No ☒
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ☐ No ☒

Doreen

Signature of Authorized Certifying Official

Board Member

Title

Adventures in Learning Academy

Applicant Organization

March 30, 2007

Date Submitted

CONFLICT OF INTEREST FORM

(This form must be included in the application and completed by all founding and Board of Trustees members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ☐ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ☐ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ☐ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ☐ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ☐ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ☐ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ☐ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ☐ No ☒
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ☐ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ☐ No ☒
11. Do you currently serve as a public official? Yes ☐ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ☐ No ☒
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, in which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ☐ No ☒

Donald L. Isaac
Signature of Authorized Certifying Official

Board Member
Title

Achievement Preparatory Academy
Applicant Organization

April 2, 2017
Date Submitted

CONFLICT OF INTEREST FORM

(This form must be included in the application and completed by all founding and board of trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ☒ No ☐
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ☒ No ☐
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ☒ No ☐
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ☒ No ☐
5. Have you or your spouse purchased any loans for the proposed charter school or loaned it any money? Yes ☒ No ☐
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, the ESP or other contractors? Yes ☒ No ☐
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ☒ No ☐
8. Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ☒ No ☐
9. Have any other board, group, or corporation believed it has a right to demand or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ☒ No ☐
10. Do you currently serve as a member of the board of any public charter school? Yes ☒ No ☐
11. Do you currently serve as a public official? Yes ☒ No ☐
12. Have you, your spouse, or any member of your immediate family applied to, initiated, or participated in the establishment of a charter school? Yes ☒ No ☐
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you or the board you belong or serve on to perform your job/duties independently of school of the proposed charter school? Yes ☒ No ☐


 Signature of Authorizing/Verifying Official


 Founding Board Member


 Applicant Organization


 Date Submitted

CONFLICT OF INTEREST FORM

(This form must be included in the application and completed by all founding and Board of Trustees members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|---|---|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ☐ No ☒ |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ☐ No ☒ |
| 3. Did or will you or your spouse have or sell property to the proposed charter school? | Yes ☐ No ☒ |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ☐ No ☒ |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ☐ No ☒ |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ☐ No ☒ |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ☐ No ☒ |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes ☐ No ☒ |
| 9. Does any other board, group, or corporation believe it has a right to request or have input or votes you will cast as a founding member or member of the Board of Trustees? | Yes ☐ No ☒ |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ☐ No ☒ |
| 11. Do you currently serve in a public office? | Yes ☐ No ☒ |
| 12. Has you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ☐ No ☒ |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ☐ No ☒ |


 Signature of Authorized Certifying Official

Bellevue Preparatory Academy
 Applicant Organization

Founding Board Member
 Title

March 31, 2007
 Date Submitted

CONFLICT OF INTEREST FORM

(This form must be included in the application and completed by all founding and Board of Trustees members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ☐ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ☐ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ☐ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ☐ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ☐ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ☒ No ☐
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ☐ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ☐ No ☒
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ☐ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ☐ No ☒
11. Do you currently serve as a public official? Yes ☐ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ☐ No ☒
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ☐ No ☒

Shantelle Wright
Signature of Authorized Certifying Official

Lead Founder
Title

Achievement Preparatory Academy
Applicant Organization

April 4, 2007
Date Submitted

CONFLICT OF INTEREST FORM
Explanation for questions that were answered "yes"

Question #6 - I, Herman D. Wright, am the proposed Head of School and intend to be employed by Achievement Prep Academy.

CONFLICT OF INTEREST FORM

(This form must be included in the application and completed by all founding and board of trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any commercial agreements with the proposed charter school? Yes No X
2. Do you, your spouse, or any member of your immediate family have any monetary interest in any educational service provider (ESP) or any other company transacting with the proposed charter school? Yes No X
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or issued a note therefor? Yes No X
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes No X
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes No X
8. Did or do you or your spouse, or other members of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes No X
9. Does any other board, group, or corporation believe it has a right to control or have input on issues you will cast as a founding member or member of the Board of Trustees? Yes No X
10. Do you currently serve as a member of the board of any public charter school? Yes No X
11. Do you currently serve as a public official? Yes No X
12. Have you, your spouse, or any member of your immediate family applied or participated in the establishment of a charter school? Yes No X
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you or hereafter your spouse or estate to exercise your judgment independently on behalf of the proposed charter school? Yes No X

Frank Wright
Signature of Authorized Certificate Officer

Founding Trustee
Date

Apurva Patel
Applicant Organization

3/31/2007
Date Submitted

I. DEMOGRAPHIC ANALYSIS

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Demographic Analysis Form 2007 Application Review Process

Name of Proposed School: Achievement Preparatory Academy

Proposed Location: Option 1: SE – Benning Ridge Neighborhood (Ward 7)
Option 2: SE – Hilldale Neighborhood (Ward 8)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2008 – 2009 From age/grade 4 to age/grade 5 Number of students 132

a. At Full Capacity From age/grade 4 to age/grade 5 Number of students 130

1. Please provide the following information for schools that serve the same/age grades as you propose and are located in the neighborhood where you propose to establish your charter school:

Option 1						
Name	Projected Enrollments/ Capacity 2006-2007 ¹	Actual Enrollments (Grades 4-5) 2006-2007 ²	Type ³	% Low Income	DCCAS Performance (% Proficient) FY 2004-2006	Percentage of Highly Qualified Teachers ⁴
Davis Elementary School	507	75	DCPS	89%	27.50%(0) 1.87%(50)	N/A
Plummer Elementary School	491	113	DCPS	87%	22.31%(0) 12.80%(50)	N/A
Nada Elementary	460	113	DCPS	82%	27.62%(0) 18.89%(50)	N/A
C.W. Harris Elementary	461	127	DCPS	89%	26.04%(0) 19.79%(50)	N/A
Ritchell Elementary School	474	113	DCPS	84%	25.37%(0) 15.67%(50)	N/A
Sumner Middle School ⁵	775	207	DCPS	81%	16.87%(0) 12.64%(50)	N/A
SEED Public Charter School	227	227	Public Charter	71%	42.89%(0) 36.38%(50)	N/A

Option 2						
Name	Projected Enrollments/ Capacity 2006-2007 ¹	Actual Enrollments (Grades 4-5) 2006-2007 ²	Type ³	% Low Income	DCCAS Performance (% Proficient) FY 2004-2006	Percentage of Highly Qualified Teachers ⁴
Sumner Elementary School	547	147	DCPS	82%	23.37%(0) 1.87%(50)	N/A
Garfield Elementary School	446	132	DCPS	82%	22.69%(0) 12.80%(50)	N/A
Turner Elementary School	577	145	DCPS	89%	17.37%(0) 15.37%(50)	N/A
Makinde, K Elementary School	379	138	DCPS	79%	24.37%(0) 15.89%(50)	N/A
Greene Elementary School	438	84	DCPS	82%	15.37%(0) 8.89%(50)	N/A
Johnston Junior High School	7913	283	DCPS	78%	12.87%(0) 2.87%(50)	N/A

NOTES:

- 1 For charter schools, enter proposed enrollment; for all other schools, enter capacity.
- 2 Issued: State Education Office, Division of Columbia, *Advised Enrollment by Ward and Grade*, October 3, 2008
- 3 Type = DCPS, public charter school, private, parochial, independent, other
- 4 Not applicable to private, parochial and independent schools
- 5 School has been identified as "Restructuring" according to No Child Left Behind guidelines.

2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

- ☐ I will recruit exclusively in the neighborhood where I plan to locate my charter school.
- ☐ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods: Ward 7 and Ward 8
- ☐ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc).
- ☒ I will conduct a citywide recruitment effort for my school.

Rationale: As per Section B.1.b on p. 80 of the application, we will seek to recruit students from all over the city, with a particular focus on students East of the River in Wards 7 and 8. We want to ensure that any family that wants to choose a school like Achievement Prep for their child knows that we exist. Simultaneously, we are committed to bringing Achievement Prep and our proposed programming to the families and children living in Wards 7 and 8 and as a result, we will increase our recruitment efforts in those areas.

3. Based on the information provided above, provide the following information:

- a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.
 - **Recruitment of Students.** The Founding Group has spent the past six months creating a plan to reach our recruitment goals. As part of this process, we have concluded that along with a marketing plan that includes TV, radio, and newspaper advertisements, our best potential for student recruitment is through word of mouth. All members of the Founding Group are committed to being in the community talking to families and residents about Achievement Prep (see Section B.1.b on p. 80 of the application for student recruitment plan and strategies).
 - **Recruitment of Teachers.** Achievement Prep will extend a broad net to attract highly qualified applicants. In order to hire a faculty that mirrors the diversity of the student body, we will make concerted efforts to attract teachers of color. Our sources include (but are not limited to): Network, New Leaders for New Schools, Teach for America and National Association of Black Educators (see Section C.2.b on p. 92 of the application for faculty recruitment plan and strategy).
 - **Securing an Adequate Facility.** We are currently working with Matt Ward, a broker from Swadley, Inc. We are actively identifying options in Ward 7 and Ward 8. We are also working with FOCUS and Building Hope to assist with facility options/opportunities (see Section B.4 on p. 76 of the application for information on facilities).
- b. Provide a description of the proposed charter school's student recruitment strategies should the school be in an area other than its intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located and the short- and long-term impact of such a strategy.

In the event we are not located in either Ward 7 or 8, we anticipate locating in Ward 6 which is in close proximity to both Ward 7 or 8. In such an instance, we will use the same recruitment strategy and seek to reach students in Wards 7 and 8. We will work closely with the target community, our community partners and advisors, and local transit authorities to ensure that the students from our target community have access to Achievement Prep and that the student population is drawn from the target community (Wards 7 and 8). This may require a revision of our proposed budget and/or fundraising efforts by the Board of Trustees.

- a. *Provide a justification for the intended location of a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.*

Currently, there is not a strong presence of charter schools in either Ward 7 or 8. In the proposed Ward 7 location specified above, there is only one charter school that serves grades seven (7) through twelve (12). There is not a charter school located in the Ward 8 location specified above. Two new charter middle schools are planned for Ward 8, but they have yet to secure a facility.

Charter School Board of Trustees Job Description



ACHIEVEMENT PREPARATORY ACADEMY

Achieving academic and personal excellence!

BOARD OF TRUSTEES JOB DESCRIPTION

The Board of Trustees of Achievement Preparatory Academy will govern an excellent charter school in Washington, D.C., that will prepare students in grades four through eight to excel as high achieving scholars and leaders in high school, college and beyond.

Overview & Purpose:

Members of the Board of Trustees must share a commitment to this mission and the vision of an academically rigorous, highly disciplined, public charter school serving the students of Washington, D.C. Trustees must be dedicated, passionate, and entrepreneurial individuals willing to volunteer their expertise, connections, and time to Achievement Preparatory Academy (the "School"). The Board of Trustees will consist of 9-13 individuals with diverse skills, areas of expertise and experiences essential to the school's proper functioning, organizational viability, and success. While Board membership may occasionally fluctuate, it will maintain a minimum of nine voting members at all times, and an odd number for voting purposes. The membership will always include two positions reserved for parents of students currently attending the school. Each Trustee must:

1. Believe in and be an ambassador for the values, mission, and vision of Achievement Preparatory Academy.
2. Work with other Trustees to fulfill the obligations of Board membership.
3. Behave in ways that clearly contribute to the effective operation of the Board of Trustees:
 - Focus on the good of Achievement Preparatory Academy and the Board of Trustees, not on personal agenda
 - Support Board decisions once they are made
 - Participate in appraisal of own performance and that of the Board
4. Regularly attend and participate in Board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the Board Chair.
5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
6. Participate in the activities of the school and the Board by attending programs and facilitating fund-raising events.
7. Reach into diverse communities and help identify and cultivate individuals and organizations to support Achievement Preparatory Academy as donors, volunteers, and advocates.
8. Use personal and professional contacts and expertise for the benefit of Achievement Preparatory Academy.
9. Be able to serve as a committee or task force chair or member.
10. Give an annual financial contribution to the best of personal ability.
11. Inform the Board of Trustees of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.

Charter School Individual Trustee Performance Expectations



ACHIEVEMENT PREPARATORY ACADEMY

Achieving academic and personal excellence!

By accepting a position as a Trustee on the Achievement Preparatory Academy Board of Trustees (the "Board"), I acknowledge that I have read and agree with the Performance Expectations listed below. I pledge to make every effort to meet or exceed these expectations.

1. **Determine the charter school's mission and purpose.** A statement of mission and purpose should articulate the charter school's goals, means, and primary commitments served. It is the Board of Trustees' responsibility to create the mission statement and review it periodically for accuracy and validity. Each individual Trustee should fully understand and support it.
2. **Select the charter school leader.** Boards must reach consensus on the charter school leader's job description and undertake a careful search process to find the most qualified individual for the position.
3. **Support the charter school leader and review his or her performance.** The Board should ensure that the charter school leader has the moral and professional support he or she needs to further the goals of the charter school. The charter school leader, in partnership with the entire Board, should decide upon a periodic evaluation of the school leader's performance.
4. **Ensure effective organizational planning.** As members of the charter school, the Board must actively participate with the school leader in an overall planning process and monitor the implementation of the resulting plan.
5. **Assure adequate resources.** One of the Board's foremost responsibilities is to assure that there are adequate resources for the charter school to fulfill its mission. The Board and each individual Trustee works in partnership with the charter school leader and development staff, if any, to raise funds for the school.
6. **Manage resources effectively.** The Board, in order to remain accountable to the charter granting entity, parents, students, donors and the public, and, in the case of a separately incorporated nonprofit, to safeguard its tax-exempt status, must approve the annual budget and ensure that proper financial controls are in place.
7. **Determine and monitor the charter school's programs and services.** The Board's role in this area is to determine which educational programs and services are the most consistent with the charter school's mission, and to monitor their effectiveness.
8. **Monitor and ensure compliance with District statutes.** The Board should review school policies and programs to ensure compliance with DC Public Charter School Board and District of Columbia regulations.
9. **Enhance the charter school's public image.** When called upon to do so within the school's comprehensive public relations strategy, the Board will clearly articulate to the public the organization's mission, accomplishments, and goals, and garner community support.
10. **Assess its own performance.** It is the Board's responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources. It should begin this annual discussion by evaluating its success as a Board. By evaluating its performance in fulfilling its responsibilities, the Board can recognize its achievements and reach consensus on which areas need to be improved.

Signed _____ Date _____

Sample Curriculum Alignment Template (CAT)

**Achievement Preparatory Academy Sample 4th Grade Reading
Curriculum Alignment Template (CAT)**

APA STAND.	CLEAR & MEASURABLE STANDARD/BENCHMARK	LEARNING ACTIVITIES	ASSESSMENT	DC STAND.
1	Students will be able to identify statements as facts or opinions.			4.IT-E.2
1.1	Students will be able to define the following terms and identify determining characteristics: fact, opinion.	Q: Which one of the following statements about ATP is true or false? How can you prove it? Mini Lesson: definitions and characteristics of fact and opinions refer back to Q Practice: Call and Response on definitions and characteristics HOTS:	Exit Ticket: Define fact and opinion. Provide at least one characteristic of each.	4.IT-E.2
1.2	Students will be able to identify sample statements as facts or opinions and determine how they relate to the definitions.	Q: Which one of the following statements about ATP is true or false? Why can't you prove it? Practice: Teacher reads a statement. Students move from one side of the room to the other based upon whether statement is fact/opinion. Students are asked to defend their decisions orally. The fact statements should be from the Q. HOTS:	Homework: Identify provided statements as facts or opinions. Write one statement explaining why.	4.IT-E.2
1.3	Students will be able to make statements of fact and opinion correctly.	Q: Label your paper the following way: A, B, C. Write two facts and one opinion about yourself and share up. Mini Lesson: Teacher guides whole group through identifying two facts and one opinion about her/himself. Group discusses why each is a statement of fact or opinion. Students write (if needed) back Q. Practice: Students pass their personal statements around a group and each individual must choose the letter indicating the opinion. Students and teacher debrief. HOTS:	Homework: Write a fact-opinion "quiz" for an adult or older sibling at home to complete. Review the quiz with the adult. Write down how you explained each correct answer to her/him. Your explanations should be complete sentences. Quiz: Define fact and opinion; identify statements as fact and opinion; create statements of fact and opinion.	4.IT-E.2

Sample Weekly Syllabi

SAMPLE WEEKLY SYLLABI

Course: 6th Grade Social Studies		Unit Title: The Early Americans/Indigenous Tribes and Colonizers	
Dates: September 1- September 8		Teacher: Mr. Taylor	
Dear Parents: Each week, you will receive a folder containing this syllabi that will be turning in this. The main students will be learning about early American tribes and the explorers who arrived there. Students will have a coloring activity, a writing activity, and a project to complete throughout the week. Also, you have to also check the folder, this will also help them prepare for the Friday quiz. Thank you, Mr. Taylor			
important, big hunting, friendly, longingly, respect, respect, colonize, indigenous			
Monday	Tuesday	Wednesday	Thursday
1. Identify and locate the location of early American explorers. 2. Identify the location of the explorers. 3. Give and explain the geographical significance of the explorers.	1. Map the routes of early explorers to the Americas. 2. Explain the significance of the explorers to the Americas. 3. Explain the significance of the explorers to the Americas.	1. Explain the significance of the explorers to the Americas. 2. Explain the significance of the explorers to the Americas. 3. Explain the significance of the explorers to the Americas.	1. Explain the significance of the explorers to the Americas. 2. Explain the significance of the explorers to the Americas. 3. Explain the significance of the explorers to the Americas.
Q1	What you the relationship between the explorers and the indigenous people?		
Assessment	1. Review Q1. Students will answer each other's Q1. 2. Review Q2. Students will answer each other's Q2. 3. Review Q3. Students will answer each other's Q3.	1. Review Q1. Students will answer each other's Q1. 2. Review Q2. Students will answer each other's Q2. 3. Review Q3. Students will answer each other's Q3.	1. Review Q1. Students will answer each other's Q1. 2. Review Q2. Students will answer each other's Q2. 3. Review Q3. Students will answer each other's Q3.
Homework	Write a paragraph on each explorer, using the information you learned in class.	Write a paragraph on each explorer, using the information you learned in class.	Write a paragraph on each explorer, using the information you learned in class.

SAFETY WITHIN STILLAIN

[illegible]

Sample Test Data Analysis

Achievement Preparatory Academy

Sample Test Data Analysis

M. Andrew

7th
Grade

Math Procedures II

Trimester 1

Unit 3

Whole Number Exponents

Student Initials	Question Numbers																				%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
EW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%
KS	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	68%
NM	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	70%
JR	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	80%
RL	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	85%
AW	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	90%
EP	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	75%
KH	0	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	1	1	65%
JC	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	80%
AP	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	85%
AD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%
BAC	1	1	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	1	1	1	50%
TC	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	75%
MJ	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	65%
VL	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	85%
JR	1	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	30%
Class %	45%	72%	48%	72%	75%	63%	61%	48%	61%	68%	100%	78%	52%	78%	62%	62%	62%	71%	75%	62%	73%

Questions	Topic
1-3	Negative whole number exponents
4-10	Mathematical reasoning of negative whole number exponents
11-13	Multiply exponent expressions
14-20	Divide exponent expressions

Questions to Consider:

1. How did the class do on the test as a whole?
2. Which standards are in need of reteaching? On what specific standards?
3. What standards need to be re-taught?
4. Is there any evidence for anomalous questions?

Describe.

KEY	1 = correct answer
	0 = wrong answer

LETTERS OF SUPPORT

1. Guerilla Arts Ink, LLC (referenced in Section A.4.d on p. 52 in the application)
2. Chris Smith of William C. Smith & Co. (referenced in Section B.4.a on p. 78 of the application)
3. Building Hope (referenced in Section B.4.a on p. 78 of the application)
4. Marshall Heights Community Development Organization (referenced in Section B.4.a on p. 78 of the application)



Guerrilla Arts Ink, LLC
"Artist Supported, Community Driven"

District of Columbia Public Charter School Board
Attention: Thomas Nola, Chair
3533 14th Street, NW, Suite 210
Washington, DC 20010

Mr. Thomas Nola,

I am pleased to write this letter of partnership and support on behalf of the proposed charter school Achievement Preparatory Academy. I am impressed by the mission of the school and the work of the founding board to bring a great educational opportunity to children in Southeast DC. Guerrilla Arts Ink, LLC ("Guerrilla Arts") looks forward to the opportunity to partner with Achievement Preparatory Academy and bring programming, services and resources to its students and families.

Guerrilla Arts is dedicated to providing a link between the arts, education, and social service communities. Guerrilla Arts has recently launched a program Hip Hop as an Educational Literacy Program (H.E.L.P.). H.E.L.P. is designed to bridge the communication gap between students and teachers by using popular hip-hop music to teach literacy. H.E.L.P. is designed for students of all ages and provides activities that address their unique literacy needs. Students listen to each hip-hop song while reading the lyrics and then complete an activity. Each activity is aligned to standards, reinforces teacher instruction, and motivates students to read and write. H.E.L.P. addresses different learning styles as students are encouraged to demonstrate their learning through authentic writing opportunities, music, discussion, poetry, and dramatic performance. The goal of H.E.L.P. is to use hip-hop music to enable students to make a connection between their personal interests and experiences and their academics, namely reading and writing. Guerrilla Arts has been very successful at using arts to reach youth in the district, particularly in Wards 7 and 8. We have several partnerships with DCPS schools and local charter schools. We look forward to adding Achievement Prep to our list of partner schools.

We are excited about working with a school like Achievement Preparatory Academy that has such a strong focus on literacy intervention, remediation and acceleration. A school like Achievement Prep, that seeks not only to raise the academic achievement of its students, but to also raise the character level, is the type of school we want to partner with. We will provide activities like drama, chess, public speaking, dance, film and music - all geared to introducing the students of Achievement Prep to the DC arts community at large. We will use H.E.L.P. to work with those students who are struggling with reading and need additional support. We will also work with the school leadership to discuss ways to integrate the arts into the daily curriculum of the school. We are committed to forging a lasting partnership between Achievement Prep and Guerrilla Arts.

On behalf of Guerrilla Arts, I urge you to approve the charter for Achievement Preparatory Academy. The children in that community need and deserve the opportunity to attend a school like Achievement Preparatory Academy. In the event that I can be of further service, please do not hesitate to contact me at (202) 352-3424.

Sincerely,

Gabriel Bena, M.Ed.
Founder, Executive Director
Guerrilla Arts Ink, LLC

William C. Smith & Co.

1100 New Jersey Avenue SE
Suite 1100
Washington, DC 20003

W. Christopher Smith, Jr.
Chairman and Chief Executive Officer

p 202/462.7000
f 202/371.1400
www.wcsdc.com

March 26, 2007

District of Columbia Public Charter School Board
Attention: Thomas Nida, Chair
3333 14th Street, NW
Suite 210
Washington, DC 20010

Dear Mr. Nida:

I am pleased to submit this letter to the District of Columbia Public Charter School Board on behalf of Shantelle Wright and the founding board of Achievement Preparatory Academy. I have had the pleasure of working with Shantelle in her capacity as pro bono legal counsel for Building Bridges Across the River in its development of THEARC.

William C. Smith & Co. is one of the largest developers and managers of multifamily housing in the District of Columbia, with over 12,000 units currently in our management portfolio. The largest share of our redevelopment work has been done in Southeast Washington, and a core component has been outreach to the communities in which we do business. The main focus of our commitment to community is strengthening families and education, and we have partnered with schools in each of our neighborhoods toward that end.

We know, therefore, how critical improving our educational system is to the sustainability of our community. I believe opening the Achievement Preparatory Academy would be a very positive step in the right direction. I wholeheartedly support its establishment and will assist Ms. Wright in her endeavors to secure a safe, physically sound site.

I urge you to approve the charter application for Achievement Preparatory Academy. We need to continue to bring quality educational opportunities to the families of Southeast DC. If you should have any questions or require additional information, please do not hesitate to call.

~~Secondly,~~


W. Christopher Smith, Jr.



March 30, 2007

Mr. Thomas Nida
Chair
District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

Dear Mr. Nida:

I am writing to express Building Hope's support for Achievement Preparatory Academy's application for a charter in the District of Columbia. I met with Ms. Shantelle Wright, the Lead Founder, on March 27, 2007 to discuss her plans for the school. The demand for public charter schools in the District continues to grow, as demonstrated by annual increases in enrollment. Charter schools serve many of the city's most disadvantaged children. More than 98% of charter school students in the District are minorities and nearly three-quarters (74%) are from low-income families.

Building Hope is a private foundation that works to close the educational achievement gap by giving students access to high quality public charter schools. We support the expansion of successful charter school organizations with the capacity to grow their enrollments in order to catalyze change across the public education system. We work with charter schools to provide technical assistance and financial expertise related to the acquisition, renovation, construction, and maintenance of school facilities.

I understand that Achievement Preparatory Academy will operate in Ward 7 or 8 of the District. These areas have the highest concentrations of child poverty in the city yet are underserved by charter schools due to a lack of facilities. Building Hope looks forward to working with Achievement Preparatory Academy to create high quality educational opportunities for children in these areas.

Sincerely,

Kathleen Padua
Vice President



MARSHALL HEIGHTS COMMUNITY DEVELOPMENT ORGANIZATION, INC.

2939 Brinkley Road NE, Washington, DC 20019
(202) 345-1200 • (202) 388-4708 Faxline • www.mhcdo.org

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Michale Salomushkin

Josephine Sansone

Martina D. Scott

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James Short

Juanita Sizemore

Elwyn Smith

Linda Jo Smith

Emerita L. Smith

Shirley B. Smith, II

Stephanie Stewart

Rev. Ronald Tate

Carlene Thompson

Toussaint Tingling-

Clarence

Rev. Clarence Turner

Justina Williams

Judith Williams

Constance B. Woody

March 29, 2007

District of Columbia Public Charter School Board

Attention: Thomas Nida, Chair

3333 14th Street, NW

Suite 210

Washington, DC 20010

To Whom It May Concern:

The Marshall Heights Community Development Organization (MHCDO) supports the efforts of Achievement Preparatory Academy to provide a college preparatory extended middle school East of the River Washington, DC. As the Executive Director of MHCDO, I believe that providing our youth with viable educational opportunities & high performing schools is something that is a priority and one of the biggest priorities East of the River. The drop out rate in the District continues to be approximately 50% and it is my belief that beginning to expose youth to an appreciation to higher education in their earliest years will set the tone for their academic experiences. It is my belief that the Achievement Preparatory Academy will make this one of their primary goals and accomplish it.

The MHCDO is a nonprofit community-based organization that has undertaken community development activities in the Ward 7 area of Washington, DC since 1979. MHCDO operates a number of programs designed to expand economic opportunities, increase self-sufficiency, and improve the quality of life for individuals and families. Services include housing and financial counseling, supportive housing, home buying education and assistance, job search training and placement, adult education, business development services, emergency food and nutrition services, and youth development programs.

As you can see, I have a vested interest in the development of all services that will enrich the lives of young people and their families in this community and know that education is one of the primary ways out of poverty and into the mainstream as a positive & contributing member of the community

MHCDO is pleased to offer *Achievement Preparatory Academy* the following support:

- Outreach and engagement
- Space for information and orientation sessions
- Technical Assistance in the area of facility acquisition and support

The management and staff of Marshall Heights Community Development Organization look forward to the opportunity to support and partner with the proposed *Achievement Preparatory Academy* to serve the families of its students. We encourage you to seriously consider this application. Please contact me if I can be of any further assistance at (202) 395-1200.

Sincerely,



Michael L. Watts, Jr.
Interim President/CEO

**Lead Founder
Training
Building Excellent
Schools**

LEAD FOUNDER TRAINING BUILDING EXCELLENT SCHOOLS

Lead Founder, Shacelle D. Wright, has had the benefit of participation in the Building Excellent Schools Fellowship. The Fellowship is a year-long, full-time training program to design a school of excellence. During the Fellowship's interim 12 months, Building Excellent Schools trains, coaches, mentors, and supports individuals and community groups who seek to found, build, and manage an urban public school of uncompromising excellence. The Fellowship immerses these stellar individuals in the best practices of instructional design and organizational development, provides assistance in creating a school plan and crafting a charter application, offers hands-on experience through school visits and a residency in a high-quality urban charter school, and provides guidance in launching a new school, as well as ongoing evaluation and consultation.

Building Excellent Schools is guided by a core set of beliefs in its pursuit of excellent urban charter schools. Fundamentally, Building Excellent Schools believes that the greatest value for urban communities, desperately in need of strong educational options for their children, should be determined by student academic performance. School safety is critical, but it is not enough. Parental satisfaction is important, but it is not the bedrock of exemplary education. The most important question to ask in moving for academic excellence is: "How are students performing?" Building Excellent Schools works with individuals and communities who share these core beliefs; who are committed to building schools in underserved communities around measurable student outcomes; who embrace strong standards and are willing to set high expectations for all students; and who are prepared to do whatever it takes to help students succeed.

Educational Purpose Mission Teaching Practice Purpose of Education Learning Theory & Goals Youth & Child Development	Charter School History and Need Needs Assessment No Child Left Behind History of Charter Schools Community Asset Mapping History of Education Reform in the US	School Culture Supervision School Culture School Growth Use of Time in Schools Professional Development Organizational Development Student Discipline/Code of Conduct	Data and Technology Data Collection/Analysis Technology in School Management
Outreach Parent Involvement Community Involvement	Assessment Assessment Accountability Performance Standards	Financial Management Budgeting Fundraising Grant Writing Establishing a Non-profit Budgeting/Financial Plan Internal Financial Controls	Human Resources Recruitment Recruitment Compensation Personnel Policies Hiring & Promotion Performance Evaluation
Marketing & Public Relations Recruitment & Enrollment	Ongoing Training Strands Residency School visits Board of Trustees Writing Workshops Computers/Technology Community Development Professional Learning Community Leadership	Curriculum Curriculum Special Education English Language Learners Below Grade Level & At-Risk Students	Planning and Renewal Action Planning Charter Renewal Strategic Planning Accountability Plan
Infrastructure/ Facility Transportation Facility Financing Food & Nutrition/Health Communication Systems Vendor, Contracts & Services			



ACHIEVEMENT PREPARATORY ACADEMY

Building a Foundation to Leave a Legacy

EXHIBIT C

Achievement Preparatory Academy Suspension/Expulsion Policies

In-Class Suspensions

It is the philosophy of Achievement Preparatory Academy that Scholars should never be removed from a learning opportunity unless their presence is going to prevent others from learning (in such instances, Scholars may be placed in alternative learning environments or removed from the building). At times, particular infractions warrant consequences that are more severe than loss of DREAM Dollars or detention, but less severe than Out-of-School Suspension. Therefore, Achievement Preparatory Academy has an In-Class Suspension model ensuring that Scholars have access to the curriculum and are still learning in the class while at the same time ensuring that Scholars face serious consequences.

Examples of infractions that **may** warrant In-Class Suspension from the community include, but are **not** limited to:

- Disrupting detention or Wednesday extension
- Lying or other dishonesty
- Skipping school, after school conferences, or Saturday Academy
- Failure to respond to other behavioral consequences

In addition, Scholars who have not met behavioral expectations over an extended period of time, as measured by a Psychick score less than a specific school-determined threshold, may face In-Class Suspension.

Requirements for In-Class Suspension

In the morning, Scholars who have been assigned In-Class Suspensions will need to check in with Deans of Solutions who will reiterate the expectations of In-Class Suspension. Scholars on In-Class Suspensions will:

- Attend classes, receive instruction and complete class work.
- Not be permitted to communicate with any Scholars throughout the day, including during breaks and lunch, except as specifically instructed by a teacher during an academic discussion.
- Not participate in selected class activities, as determined by each teacher.
- Attend Lunch detention.
- Not attend school events including field trips, dances, etc. (exceptions may be made in extraordinary circumstances at the sole discretion of the school administration).

Violation of the requirements of In-Class Suspension may result in additional days of In-Class Suspension or an out-of-school suspension. Scholars will not be allowed to participate in field trips and other class awards while In-Class Suspended. Furthermore, in order to promote and uphold our school community's values and Code of Conduct, Scholars who communicate with a Scholar who is currently In-Class Suspended will receive a consequence determined in the sole discretion of the school.

The number of days on In-Class Suspension, determined by a school administration, will be commensurate with the severity of the behavioral infraction, but will not exceed 10 consecutive days. Parents of those Scholars who have been assigned In-Class Suspension will be contacted by the school. A parent meeting may be required.

Out-of-School Suspension

Out-of-school suspension will serve as the second highest level of discipline reserved for serious offenses that are not life threatening and/or do not endanger the safety of others, but are of a greater magnitude than actions



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requiring In-Class Suspension. Out of school suspensions can be short-term (10 days or less) or long-term (more than 10 days).

Examples of infractions that may warrant an Out-of-School Suspension include, but are not limited to:

- Being in an unauthorized area of the building with an adult
- Gross disrespect of a fellow Scholar, including both physical and verbal assault
- Gross disrespect of faculty, staff, visitors, or school transportation provider
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti)
- Using or possessing tobacco products
- Disrupting In-Class Suspension through misbehavior
- Committing sexual, racial, or any form of harassment or intimidation
- Using abusive, vulgar or profane language
- Making verbal or physical threats, empty or otherwise
- Setting off false alarms
- Gambling
- Leaving school grounds without permission
- Being asked to report to the Dean of Scholars' office during class three times in a given week
- Repeated offenses for which the Scholar has already earned behavioral consequences

Expulsion

Expulsion is defined as the exclusion from Achievement Preparatory Academy on a permanent basis. Under federal law, if a Scholar is in possession of a) a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school-sponsored function, then the Scholar will automatically be recommended for expulsion. Likewise, if a Scholar physically assaults a faculty member, the Scholar will likely be recommended for expulsion.

Further, Achievement Prep has the authority to recommend the expulsion of Scholars for behavioral infractions including the following:

- Repeated, deliberate and fundamental disregard of school policies and procedures
- Assault (i.e. threatening assault, hitting, kicking, punching, slapping, pushing) against fellow Scholars or other members of the school community
- Theft or destruction (or attempted theft or destruction) of personal or school property including weapons
- Harassment and violations of civil rights, as delineated in the Achievement Preparatory Academy Scholar and Family Handbook

In addition to any of these infractions, any violation of Federal or District of Columbia law may be handled in cooperation with the local police department and may result in expulsion.

Procedures/Due Process:

For Short-Term Suspension (see below for procedures for long-term suspension)

If a Scholar commits an offense that calls for short-term suspension (10 days or less), the Scholar is afforded the due process rights required by *Goss v. Lopez*, 419 U.S. 561 (1975). Such Scholar is subject to the following:

- If necessary, the Scholar is immediately removed from class and/or school.
- The Scholar is entitled to respond to the charges against him/her.



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- The Dean of Solutions or his/her designee addresses the conduct and assigns an appropriate consequence.
- The family is notified in writing by the Dean of Solutions or his/her designee, a parent/guardian may be required to meet with the Dean of Solutions regarding infractions prior to the Scholar's return to school.

For Disciplinary Action: Long-Term Suspension or Expulsion

If a Scholar commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the Scholar is immediately removed from class and/or school.
- The family is notified in writing by the Dean of Solutions of the long-term suspension or recommendation for expulsion.
- The school sets a hearing date (such date shall not be later than three (3) business days after the incident occurred); the Scholar and/or his parent/guardian are notified in writing of the:
 - charge and a statement of the evidence; and
 - date, time and place of a hearing.
- A hearing will be convened by the Disciplinary Board of the school. The Disciplinary Board shall consist of the Director of Academic Achievement, Dean of Solutions, and the Families and Community Coordinator, or any other individual(s) selected at the discretion of the Head of School, to be part of the Disciplinary Board.
- After hearing the case, the Disciplinary Board will issue a written decision to be sent to the Scholar, his/her family, the school's Board of Trustees, and the Scholar's permanent record.
- The family of any Scholar who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision of the Disciplinary Board in writing to the Head of School (or to the Board of Trustees in the event the Head of School serves as a member of the Disciplinary Board, in which case the appeal procedures set forth below shall prevail) within 48 hours of the date of expulsion. In such a case, the Head of School sets a hearing date and the family is notified in writing pursuant to the procedures set forth above.
- An appeal hearing will be convened by the Head of School. Business Manager or other designated staff member, other than a member of the Disciplinary Board, will be present as a neutral third party to observe and will not participate in the hearing.
- After hearing the case, the Head of School issues a written decision to be sent to the Scholar, the family, the school's Board of Trustees, and the Scholar's permanent record.
- In the event the Head of School upholds the expulsion decision, the Scholar will have a last right to appeal such decision in writing to the Board of Trustees within five (5) days of the date of the Head of School's upholding of the expulsion.
- Any appeal is heard (at the discretion of the Board Chair), by the Board Chair, the Vice-Chair and another trustee designated by the Board Chair, or by a Trustee subcommittee (of one or more Trustees designated by the Board Chair). In such a case, the Board sets a hearing date and the Scholar and his/her family are notified in writing pursuant to the procedures above.
- After hearing the case, the Board of Trustees issues a written decision to be sent to the Scholar, the Scholar's family, the Head of School, and the Scholar's permanent record. The decision of the Board of Trustees shall be final.



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Scholars who are expelled will not be readmitted to the school.

The Achievement Preparatory Academy Board Chair for the 2006-2007 school year is Kathleen Padgett and she can be reached at 202-457-1980.

Notwithstanding the foregoing, the school may convene the Disciplinary Board for a hearing to discuss a serious matter/school violation that is serious enough in nature to warrant the same, but is non-expulsion.

Procedural Safeguards

Whenever an expulsion hearing is recommended, the above procedural safeguards will ALWAYS be in effect:

- The Scholar shall receive written notice of the following:
 - o charges and a statement of the evidence; and
 - o date, time and place of a hearing.
- Notices and proceedings will be translated into the Scholar's/parent's primary language if necessary for their understanding of the proceedings.
- A Scholar and/or parent, upon request, will have the right to review the Scholar's records in accordance with applicable law.
- All decisions regarding long-term suspension or expulsion of a Scholar will be issued to the Scholar's family in writing.

Alternative Instruction

Achievement Prep will provide alternative instruction to Scholars who have been recommended for expulsion while awaiting a determination by the Head of School or the Board of Trustees. The alternative instruction will begin no later than the day after the determination is made by the Disciplinary Board or Head of School to expel a Scholar. The alternative instruction will occur during the school day at the Scholar's home, the nearest public library, or another place, other than the school, agreed upon by the school and the family. This alternative instruction will continue for the duration of the time the Scholar awaits disposition on his or her expulsion hearing. The school will provide alternative instruction to expelled Scholars to the extent required by law. To the extent required by law, Achievement Preparatory Academy will also provide alternative instruction for suspended Scholars for the first 10 days of suspension.

Record Keeping

Achievement Preparatory Academy will maintain written records of all suspensions and expulsions, including the name of the Scholar, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a Scholar has been suspended or removed for disciplinary reasons. As required, such information will be furnished to the DC Public Charter School Board.

D. Discipline of Scholars with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of Scholars who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Scholar Support Coordinator.

Achievement Preparatory

2 year Budget

Grades 4-8

School year (08/01/08-08/01/09)

(Cash Basis)

#8

CASH SOURCES

1	Per-Pupil District Payments	810,470
2	Per-Pupil Facilities Allowance	271,412
3	Federal Contributions	219,295
4	Other Government Funding/Grants	
5	Private Grants and Donations	15,000
6	Scholarship Funds	
7	Other Income (please describe in footnote)	
TOTAL CASH SOURCES		1,196,977

CASH USES

Personnel Salaries and Benefits

8	Administrative Salaries	264,000
9	Instructional Salaries	265,400
10	Other Education Professionals Salaries	120,000
11	Other Staff Salaries	7,600
12	Employee Benefits/Payroll Taxes	112,619
13	Staff Development Expenses	10,029
Subtotal: Personnel Expenses		799,648

Direct Student Expense

14	Textbooks/Curriculum	97,200
15	Classroom, Student Supplies and Materials	14,000
16	Library and Media Center Materials	10,200
17	Student Assessment Materials	5,100
18	Contracted Student Services	16,500

		16 After-school Enrichment Program	6,000
		20 Miscellaneous Student Expenses **	12,500.00
		Subtotal: Direct Student Expenses	68,800
		Occupancy Expenses	
		21 Rent	174,107
		22 Building Maintenance and Repairs	
		23 Utilities	
		24 Janitorial Supplies	
		25 Contracted Picking Service	
		Subtotal: Occupancy Expenses	174,107
		Office Expenses	
		26 Office Supplies and Materials	6,000
		27 Office Equipment Rental and Maintenance	6,000
		28 Telephone Telecommunications	7,329
		29 Professional Services	75,300
		30 Printing and Copying	340
		31 Postage and Shipping	340
		32 Other	2,900
		Subtotal: Office Expenses	69,309
		General Expenses	
		33 Insurance	70,000
		34 Transportation	6,000
		35 Food Service	11,700
		36 Administrative Fee (to POCs)	4,713
		37 Marketing and Advertising	7,800
		38 Travel	2,900
		39 Other General Expenses	8,525

		40 Attorney Fees	10,000
		Subtotal: General Expenses	89,215
		TOTAL ORDINARY EXPENSES	1,354,500
		SUBTOTAL CASH USED	(58,428)

CAPITAL BUDGET

		41 Computers and Materials	36,713
		42 Classroom Furnishings and Supplies	18,000
		43 Office Furnishings and Equipment	8,300
		44 Transportation/Leashtool Improvements	
		Subtotal: Capital Budget	63,013
		NET CASH FLOW w/out Carryover from prior year	(121,888)
		Carryover from planning year	140,000
		Net Cash Flow w/Carryover from prior ye	18,544



ACHIEVEMENT PREPARATORY ACADEMY

Building a Foundation to Leave a Legacy

EXHIBIT E

Achievement Preparatory Academy's Key Personnel 2008-2009

Shantelle Wright
Founder and Head of School

Susan Casey
Director of Academic Achievement

Robert Allen
Dean of Solutions

Sara Dylstra
SPED Coordinator

Shonda Howard
Office Manager

Appendix B



March 8, 2013

John Green, Board Chair
Achievement Preparatory Public Charter School
908 Whaler Place, NE
Washington, DC 20032

Dear Mr. Green:

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 the 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 for 5-year Charter Review

Qualitative Site Review Report

On January 14 and 16, 2013, a Qualitative Site Review team conducted on-site reviews of Achievement Preparatory PCS. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also 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 Achievement Prep PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Achievement Prep PCS is in compliance with its charter.

Sincerely,

A handwritten signature in black ink, appearing to read "SP", is written over a light blue horizontal line.

Scott Pearson
Executive Director

Enclosures
cc: Susan Cannon

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Achievement Preparatory PCS (“Achievement Prep”) goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal as Identified by the School	Evidence
Students will master content in reading and demonstrate proficiency as readers of the English language.	Classroom observations revealed a consistently implemented, structured system in place for students to achieve proficiency as readers of the English language. Teachers used assessments directly related to the lesson at hand and there was a structured system of intervention and enrichment in place. Administrators indicated in focus groups that each Friday students are assessed for the objectives taught and based on these assessments are placed into groups for either intervention or enrichment. The QSR team observed fifth graders analyzing selected poems, identifying similes and metaphors, and describing inferences in the selections. Teachers also challenged students to brainstorm ways to identify words related to cause and effect.
Students will master content in writing and demonstrate grade level proficiency or higher and progress one year or more every year in writing.	Leadership interviews indicated that the writing program did not produce the desired level of proficiency for the school and thus the writing program has been revamped. The QSR team was unable to observe the effectiveness of the program.
Students will master the content in math and demonstrate increased academic achievement in math.	The QSR team observed a structured system in place to effect content mastery and increased academic achievement in math; the implementation of this strategy was consistent across the classrooms observed. Teachers used assessments directly related to the lesson at hand and there was a structured system of intervention and enrichment in place. Administrators indicated in focus groups that each Friday students are assessed for the objectives taught and based on these assessments are placed into groups for either intervention or enrichment. Classroom observations revealed that the teachers and students used content vocabulary throughout the lesson. Observations of the math classes revealed that students were encouraged to not only answer the questions posed but to explain their thought processes.
Students will demonstrate grade level proficiency or higher and progress one year or more every year in science.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will demonstrate high levels of attendance.	The QSR team noted that there were few vacant seats in the classrooms during the observations.
Students will demonstrate homework completion.	The QSR team observed that the school collects homework for all subjects in advisory periods before school. Leadership and staff interviews revealed that content must have been taught for the previous two days to being assigned to students as homework. The QSR team did not note any discussion of homework in classroom observations.

Goal as Identified by the School	Evidence
Students will consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability and Mastery) in their actions and interactions within the school community.	The QSR team observed that at the end of each class, teachers and students review DREAM values and determine whether the class demonstrated these values during class time. The teacher discusses each value and describes what the class did or did not do in each category. DREAM posters were prevalent throughout the building. In the student focus group, the students were able to define the DREAM values and discuss how they implement them throughout their days. In the classrooms observed, students were respectful to each other during class and used hand gestures to encourage their peers who were struggling to answer questions.
Parents/families will actively engage in their actions and interactions within the school community.	The QSR team neither looked for nor observed any evidence related to this goal.
Parents/families will demonstrate high satisfaction with the academic program.	The QSR team did not observe any evidence related to this goal, however, the parent coordinator indicated that parents participate monthly in Family Literacy Night, which is designed to help parents become better equipped to help their children in school.
The faculty and staff will demonstrate overall satisfaction with Achievement Prep.	The teacher focus group indicated that staff is very satisfied with Achievement Prep because the leadership team enables them to teach effectively; they cited student proficiency in reading and math as evidence of this. Staff also indicated that the administrators support them in the classroom by providing mentor teachers to assist them if necessary. Staff indicated that the school provides weekly and monthly professional development to improve instruction. The teacher focus group participants also said that they appreciate that the school culture and climate are deliberately developed based on faculty discussion and consensus. One example cited was student discipline: the entire staff discusses student discipline issues when they occur and based on consensus, rules are developed on how to handle the issues.

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 Achievement Prep is, "to prepare students in grades four through eight to excel as high-achieving scholars and leaders in high school, college, and beyond. We are committed to providing a safe, disciplined and achievement oriented school culture that fosters character development, leadership and perseverance." This is what PCSB staff and consultants looked for when visiting the classrooms, reviewing board minutes, and conducting the focus groups.

The focus groups revealed that administrators and staff have a clear understanding of the mission and goals of the school and have developed the academic program and culture to fulfill them. Classroom observations evidenced high academic standards and procedures implemented to ensure that the school achieves its mission and goals. The school has developed the DREAM ideals (Determination, Respect, Enthusiasm, Accountability, and Mastery) for students to elicit in their actions and interactions within the school community. DREAM posters were prevalent throughout the school during the QSR team's visits. The review team observed that at the end of each class, teachers and students reviewed the DREAM values to determine if the class exhibited these values during the class time. Classroom observations also noted that students and teachers are positive and respectful in their interactions with each other. Teachers encouraged students to probe deeper with responses and to persevere until finding the correct answers. Interviews with the leadership team and teachers revealed that lessons are standardized to foster the culture and academic expectations of the school. Class observations revealed that procedures and routines were consistently implemented. For example, teachers used countdowns to transition between activities, students used a hand gesture of wiggling their fingers when raising their hands to be called upon or other hand gestures to encourage or compliment their peers.

According to the teacher focus group participants, administrators support the mission of the school by providing continuous professional development to enable staff to provide high quality instruction and implement classroom procedures, which results in high academic achievement. The observation team noted that classrooms are named after universities. Students in focus groups could articulate the mission of the school and have set high standards of personal achievement. The administration supports the staff in determining the discipline management system of the school. Procedures and routines are established by staff consensus and the staff has weekly professional development sessions focused on school culture. The review team observed uniform implementation of the discipline practices in every classroom.

The building is clean with a safe and orderly environment. Students transition between classes in quiet single lines. Students are well disciplined; the QSR team did not observe any instructional time lost to disruptions due to student misbehavior. The QSR team noted DREAM values consistently implemented in all classrooms. The review team observed respectful and positive interactions between teachers and students. Students were also respectful towards their peers and celebrated their successes with claps, hand gestures, and mantras.

Board meeting minutes from the August 29, 2012 meeting indicate that the members of the board discussed their responsibility to provide resources to the school and to becoming active participants in school life. Staff indicated that the Board provides the resources they need to achieve student proficiency.

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

Every classroom observed was rated proficient or exemplary on every element 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.

Classroom observations indicated that teachers' interactions with students were positive and respectful. The level of respect was mutual for both teachers and students. Teachers were tactful and positive in giving feedback to students, even when making corrections. Teachers and students celebrated success by doing quick cheers, claps and mantras. The observers noted no disrespectful behavior among students.

Classroom observations indicated that teachers required students to speak in complete sentences when talking. In addition, teachers continually encouraged students to probe deeper to get to desired results. Teachers continually communicated the importance of learning and encouraged students to respond in more comprehensive ways that reflected students' knowledge and experiences. Lessons flowed smoothly and followed the posted agenda in the classrooms. Teachers posted goals for achievement in all classrooms.

Classroom observations revealed that routines and procedures were consistent in all classrooms resulting in smooth operations and efficient use of time. The QSR team's conversation with the teacher focus group indicated that routines are established in professional development sessions and developed by staff consensus. Classroom observations did not note any instructional time lost to unclear or poorly implemented procedures. Classroom observations indicated that teachers have established timing devices and attention signals for students to follow to maintain the flow of the lesson.

The same process is used to develop student behavior management procedures with similar high effectiveness. The language that the staff used in classroom interactions to manage behavior was the same in all classes. Observers witnessed no classrooms where student behavior interfered with or disrupted the learning process. Students in the focus group stated that teachers reward them for appropriate behavior and academic

achievement. The QSR team observed students' pictures posted throughout the school to celebrate academic and character successes. Students also stated that they understood the consequences for inappropriate behavior.

Classrooms were adequate for the population served. The arrangements of furniture supported the instructional activities within the classes. Students were able to easily move their desks to form different learning groups during the class period. The review team observed Smart boards in every classroom and that there was ample room in all classrooms for students to view the Smart boards.

INSTRUCTIONAL DELIVERY

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

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

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

Instructional Delivery Summary

Approximately 80% of classrooms were proficient or exemplary in the areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Every classroom observed received a proficient or exemplary rating exemplary on Communicating with Students. Classroom observations revealed teachers expressing content in a clear and organized fashion. Teachers reinforced the oral presentation of their lesson content with visuals using the overhead projectors and lesson notes. Teachers used high-level vocabulary specific to the content at hand throughout the lessons.

Sixty-three percent of classrooms observed scored a proficient or exemplary rating on Using Questioning and Discussion Techniques. Teachers demonstrated a range of abilities in the use of questioning and discussion techniques. During the classroom observations, some teachers asked probing questions to help students arrive at the right answers and asked questions requiring critical thinking. In some classes, questions were limited to recall answers and there were limited opportunities for student inquiry and student to student interaction. The teaching model used at Achievement Prep for classroom instruction is the Gradual Release of Responsibility. This model calls for active teaching during the entire lesson.

Sixty-three percent of classrooms observed scored a proficient or exemplary rating on Engaging Students in Learning. During classroom observations, teachers provided whole class instruction. In some classes, most of the questions were asked by the teacher, but in other classes, students were asking each other questions. In some classes there was no evidence of student to student discourse and in some classes students transitioned into groups for independent activities. Student involvement in the lessons was limited to individual or choral responses to teachers' questions. In some classes there was more than one teacher who instructed individual or small groups of students.

In the classrooms observed, most teachers scored a proficient rating and a few scored an exemplary rating on Using Assessment with Instruction. Classroom observations revealed that teachers assessed frequently throughout the lesson for student understanding of the lesson content. Teachers used questions and prompts to determine an understanding of the lesson content. While students were working, the teachers circulated throughout the classrooms providing substantive feedback to the students. Other teachers used quick drills to check for understanding. In some classrooms, the QSR team observed teachers using exit tickets.

Ninety percent of classrooms observed scored a proficient or exemplary rating on Demonstrating Flexibility and Responsiveness. Classroom observations revealed that teachers readjusted the lessons when students indicated confusion or a lack of understanding. Observations also revealed that teachers checked for understanding throughout the lesson and clarified any misunderstandings about the content of the lesson. The QSR team observed that teachers identified students for differentiated instruction in an intervention block in the morning.

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

Classroom observations indicated that during whole class instruction, designated students are pulled from class for specific interventions. According to the focus groups, teachers test all students every Friday; students are identified for instruction in intervention classes for the next week based on the results of these tests. Observations of these classes revealed that students are grouped for instruction within the classrooms. Classroom observations also revealed special education teachers assisting students with assignments in their classes. Observers noted that in some classes there was more than one teacher. According to the school leaders, teachers are assigned to assist in classes where there is an academic and/or a classroom management need.

There are currently no English Language Learners enrolled at the school, thus the school's performance on this criterion was not assessed.

PROFESSIONAL DEVELOPMENT

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

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

Professional Development Summary

Focus groups with administrators and teachers revealed that professional development occurs during the summer months and throughout the school year. Every week, teachers plan for instruction and for ways to promote the school culture. These interviews further indicated that teachers meet with administrators for thirty minutes each week to review the week's lesson to ensure students assessments are applicable to the content taught that week and to determine whether teachers reached their goals for the week. Teachers receive seven full days of professional development during the school year.

Teacher focus groups revealed that the administration pairs novice teachers with mentor teachers to help the novice teachers acquire the necessary skills to become effective teachers and classroom managers. The mentor/mentee relationship does not formally end until the novice teachers become an effective Achievement Prep teacher, as determined by the administration.

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 building is safe and orderly. Security systems were in place and recognized by students and staff. Each floor of the building was secure and procedures were in place to maintain the safety of the school's population. The observed classrooms were clean and inviting. Students transitioned between classes in quiet lines and were well behaved in the classrooms. The student focus group indicated that that they feel their teachers want them to achieve and care about them. The school celebrates student accomplishments with a paycheck system. Students understood the consequences for inappropriate behavior.

Appendix C

ACHIEVEMENT PREPARATORY ACADEMY



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL



Building a Foundation to Leave a Legacy

2008-2009
ANNUAL REPORT

SCHOOL DESCRIPTION

A. Mission Statement

The mission of Achievement Preparatory Academy (“Achievement Prep”) is to prepare students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond. The mission is supported by the following beliefs upon which Achievement Prep is built:

Achievement Prep believes that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education.
- Closing the achievement gap in education is the “good fight” all schools must fight – and win.
- When provided with a highly structured, disciplined and supportive learning environment, and with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality-learning environment.
- Its most important partnership is the partnership with its parents.

B. School Program

1. Grade and age level served

In 2008-2009, Achievement Prep served 65 scholars in grades four and five. The school will continue to grow each year until its full enrollment of 300 scholars in grades four through 8.

2. Curriculum Design and Instructional Approach

Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college and beyond through a rigorous college-preparatory curriculum focused on the core academic areas of reading, writing, math, science and social studies/history. In order to fulfill its mission and ensure that Achievement Prep Scholars are fully equipped to compete academically with peers from the most rigorous college-preparatory programs in the nation, Achievement Prep has developed rigorous learning standards and chosen curricular materials that support scholars’ success in these standards.

Learning Standards

The D.C. Standards provide the framework for Achievement Prep’s content standards. Achievement Prep staff work strategically and relentlessly so that scholars master all of D.C.’s clear and rigorous academic standards. Where necessary to ensure scholars are fully prepared for demanding college-preparatory and local magnet high schools, Achievement Prep strengthens its curricula further, exceeding the D.C. standards in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills.

Curricula

Achievement Prep's academic program rests upon a rigorous standards-based curriculum focused on English language arts, mathematics, science and social studies/history, and is designed to dramatically accelerate the learning of its scholars. To supplement its internally created, standards-based curricula, Achievement Prep uses curricula resources that have proven success in other excellent schools serving a similar population of students. All of the curricula resources are suitable for scholars with special needs, who are more advanced, or who are designated as English language learners. A strong component of each curriculum chosen is that it supports teachers as they differentiate instruction.

English Language Arts

Achievement Prep scholars currently take three (3) hours of English language arts instruction daily. Achievement Prep's overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

Achievement Prep's English language arts classes currently incorporate materials from the Spellwell program. The materials address critical phonemic issues that many of Achievement Prep scholars face. Materials in this program include grade-appropriate words that follow a particular spelling rule or pattern. Sight words frequently used in writing are also included. In addition, each lesson allows space for words from scholars' classroom reading or writing.

Achievement Prep wants to ensure that each scholar is afforded the opportunity to build or rebuild the phonetic foundation on which all future learning depends - particularly as scholars move from sight recognition and familiar vocabulary to more complex words and types of words.

Achievement Prep uses flexibility grouping to differentiate instruction so that Achievement Prep meets the needs of those scholars who require phonics and phonemic awareness, and accelerate the instruction for those scholars who are higher skilled and do not require such remediation.

Fluency

In order to ensure that all Achievement Prep readers are fluent, Achievement Prep tested all scholars on fluency upon entry and prior to the start of the school year. For those scholars who demonstrated the need for fluency practice Achievement Prep is using the Corrective Reading program. Written for scholars who have difficulty reading accurately and fluently, the Corrective Reading program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate fluency and decoding. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows scholars to monitor their own improvement and experience success.

Vocabulary

Achievement Prep's mission of preparing children in grades 4-8 to become high achieving scholars and leaders in high school, college and beyond requires intense attention be paid to vocabulary development. In order to combat the 4th grade slump, English language arts classes at Achievement Prep use the systematic approach to vocabulary development that is presented through the Wordly Wise 3000 vocabulary materials.

In addition to the utilization of the Wordly Wise vocabulary materials, Achievement Prep adheres to the philosophy that vocabulary is best built through independent reading. Twenty minutes of every

day is dedicated to “Drop Everything and Read” (DEAR). In addition, all scholars are expected and required to carry their independent reading book throughout the school day, and keep it at their desks in all classes. Scholars are also required to read their independent reading books for at least 20 minutes per night as part of their homework and complete a reading log documenting his/her reading for the evening. The reading logs must be signed by the scholar’s parent and are collected on a weekly basis to allow teachers to monitor reading comprehension.

Comprehension

As scholars become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis. Achievement Prep used the Making Connections program to increase reading comprehension and analytical skills. In addition, scholars take a textual analysis class on a daily basis. This class builds upon the skills and content covered in the reading class and pushes scholars to apply higher order thinking skills to text.

Writing

In addition to the five key components of strong reading instruction, Achievement Prep offers a rigorous writing curriculum that is designed to have scholars produce writing with excellent organization, elaboration, and flow in multiple genres. The focus of all writing classes is clarity of expression. Because the best way to improve one’s writing is by writing, scholars write every day in class and at home. Scholars are learning step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

Social Studies/History

Achievement Prep’s goal is to instill in scholars the historical skills and knowledge necessary for them to become lifelong students of history. The social studies/history curriculum is presented in a way that is engaging and challenging. Teachers expect scholars to master the key concepts and vocabulary, and also teach scholars to analyze primary sources, debate different points of view, and make cause-and-effect connections. Achievement Prep’s social studies curriculum makes explicit connections to reading instruction skills taught in other subjects. Social studies class is a fast-paced, multi-modal class in which scholars hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. The TimeLinks curriculum provides readable, accessible content that aligns with state standards and easy-to-use multiple resources such as leveled readers to meet the needs of all learners in the classroom.

Mathematics

Achievement Prep scholars have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many scholars lack and infuses new concepts and skills. Problem solving teaches scholars how to apply this procedural knowledge to complex, multi-step problems—often with “real world” significance. The distinction between procedures and problem solving is clear - one provides the concepts and skills while the other provides problem-solving applications.

Science

The goal of Achievement Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out science investigations. Achievement Prep's science curriculum provides a rigorous scientific background. The science course tackles science related text, while also exposing the scholars to hands-on experiments to increase their engagement and understanding of the subject. A large emphasis is placed on the learning strategy of questioning throughout the science course and scholars are encouraged to complete research and build models to gain a deeper understanding of the concepts addressed in the course.

Inclusive and Suitable Curriculum for All Scholars

Achievement Prep's curriculum was developed to ensure that every scholar, regardless of learning style, level of proficiency, English language learner or special education status, can participate fully and thrive academically. Achievement Prep selected curricula resources that can be extended and adapted for use with scholars who need intense remediation, English language learners, scholars with disabilities, and more advanced scholars. Achievement Prep's schedule of frequent assessments helps to identify those scholars who have achieved mastery and require more challenging work, as well as those scholars who are struggling with a skill/content area and need additional support or an alternate way to master a skill/content area. Achievement Prep's use of flexible ability grouping allows appropriate curricular adjustment by teachers to meet scholars' needs. Achievement Prep is working to ensure that all of its scholars, regardless of their learning needs, are prepared to achieve academic success.

3. Key Mission-Related Programs

Be the Dream – Character and Leadership Program

Integral to Achievement Prep's mission is the notion set forth by Dr. Martin Luther King, Jr. - "strong mind and tender heart" - the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. An emphasis on Achievement Prep's **DREAM values** is integrated into the academic courses and throughout the school culture. All scholars take Achievement Prep's **Be the Dream** character and leadership education class twice per week, where the focus is on the development and practice of the DREAM (**D**etermination, **R**espect, **E**nthusiasm, **A**ccountability and **M**astery) values. The goal is for Achievement Prep scholars to not merely do "well," but also to do "good."

Extended School Day and School Year

All Achievement Prep scholars participate in an extended year and school day program. Scholars attended school for 196 days in the academic year. This is longer than the traditional school year of 180 days in DC Public Schools. An extended school year allows additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. In addition to the 195 days of instruction, Achievement Prep also required certain students (approximately 60% of Achievement Prep student body) to attend Saturday Academy an additional 20 Saturdays out of the year from 9:00 – 12:30 pm. The focus of Saturday Academy was targeted math and reading instruction and support.

In addition to a longer academic year, Achievement Prep scholars have a longer academic day. Scholars attended school from 7:30 AM to 5:00 PM. Achievement Prep scholars are provided with two hours more of instructional time each day than the traditional public schools. The extended

academic day allows more in depth and rigorous instruction time in core academic subjects. Built into the academic day schedule are opportunities for targeted student support and enrichment activities.

Other Key Program Features

- *Strong school culture.* A strong school culture is conducive to high student achievement. Achievement Prep works strategically and relentlessly to create a culture of high achievement and celebration. Achievement Prep has established a positive, caring, tough love atmosphere where scholars feel safe and successful socially, emotionally and academically. Through programs such as the DREAM Dollars (weekly scholar paychecks of imaginary funds), Preppie and Proud (Achievement Prep's weekly community celebration), daily Community Close Outs, and Morning Meetings, Achievement Prep has created an environment where scholars and staff alike embrace the concept of team and family and celebrating and rewarding appropriate behaviors.
- *Parents as Partners.* Achievement Prep believes that it has a responsibility to empower parents to have a voice in their child's education. Achievement Prep believes that when families become involved, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. Achievement Prep views parents as partners – believing that students attain more educational success when schools and families work together to motivate, socialize, and educate students. Families are asked to sign the Achievement Prep Covenant each year that includes an agreement asking families to, among other things, 1) create an environment at home that is conducive to completing homework nightly, 2) communicate with teachers and staff regularly, 3) attend parent teacher conferences and other school sponsored family events, 4) ensure their scholar attends school regularly and promptly. Last school year, 100% of families participated in at least three school sponsored events, including, parent/teacher conferences, back to school night, family events or volunteer opportunities.
- *Professional Development.* At Achievement Prep, we believe that teaching matters – greatly. Since primarily two factors drive student achievement – what is taught and how it is taught – Achievement Prep believes that it is vital to invest in all its teaching professionals so that they can become great, master teachers. In 2008-2009, the school provided high quality professional development prior to the start of school with a four (4) week Summer Institute and during the school year through 2.5 hours weekly professional development sessions, 5 full day professional development days, and several off-site workshops and conferences to build instructional skills, knowledge and strategies.

4. School Year and Hours of Operation

Achievement Prep's school year started August 25, 2008, and concluded June 26, 2009. The school hours were from 7:30 AM to 5:00 PM, with early dismissal at 1:30 PM on Wednesdays for professional development. Saturday Academy ran from September 21 2008, through June 13, 2009, from 9:00 AM to 12:30PM.

C. SCHOOL STAFF

Please also see the Staff Data Worksheet in the Appendix.

1. Key Leadership Positions

Founder and Head of School: Shantelle Wright

Director of Academic Achievement: Susan Casey

Dean of Solutions: Robert Allen

Business Manager: Carol Wilson

2. Number of Teachers

In 2008-2009, Achievement Prep had four (4) teachers.

3. Number of Teacher Aides

Achievement Prep did not have teacher aides in 2008-2009.

4. Average Class Size

In 2008-2009 class sizes at Achievement Prep averaged 20 scholars per classroom. The student to teacher ratio throughout the school was 1:16.

5. Staff Qualifications

100% of all of Achievement Prep teachers met the NCLB requirements for Highly Qualified Teachers. Achievement Prep teachers reflect the diversity of the scholar populations and are experts in the content area they teach.

6. Salary Information

in 2008-2009 teacher salaries ranged from \$45,000 to \$58,000 and reflected the level of education and experience of the staff. The average teacher salary was \$51,625.

There were four school administrators who earned between \$60,000 to \$82,240.

D. STUDENT CHARACTERISTICS

Please also see the Student Data Worksheet in the Appendix.

1. Student Enrollment

In 2008-2009, the grade enrollment for students was as follows:

- 4th grade: 43
- 5th grade: 22

2. Student Attrition

During the 2008-2009 school year, four (4) scholars withdrew from Achievement Prep.

3. Student Demographics

In 2008-2009,

- 100% of the student population at Achievement Prep was African American.
- 53% were male and 47% were female.
- 93% qualified for free or reduced priced lunch.

4. Limited and Non-English Proficient Students

In 2008-2009, there were no limited or non-English proficient students enrolled at Achievement Prep.

5. Students with IEPs

Six scholars (at the end of the school year) had special education IEPs, which comprised approximately 10% of the population.

6. Average daily membership

The average daily membership was 59.

7. Average daily attendance

The average daily attendance was 97%.

E. GOVERNANCE

1. Board of Trustees

At the end of 2008-2009, the Board of Trustees for Achievement Prep was comprised of the following members:

Name	Board Position	Affiliations	Address	Committee(s)
Janice Bigelow	Treasurer	Communities in Schools	7408 Gillingham Row, Alexandria, VA 22315	Finance Executive
Shanita Burney	Trustee	DC Children & Youth Investment Trust Corporation	11411 Lake Arbor Way #306 Mitchellville, MD 20721	Governance
Michael Duffy	Vice Chair	Federal Mine Safety and Health Review Commission	3000 Tilden St. NW #501 I Washington, DC 20008	Governance Executive
Dr. Doran Gresham	Trustee	George Washington University	4702 Colonel Darnell Place Upper Marlboro, MD 20772	Academic Performance & Accountability Governance
Robert Hunter	Parent Rep Trustee	TechStaffing Group	1824 Tubman Road, SE Washington, DC 20020	Finance
Jeanette Jones	Parent Rep		1706 Galen Street, SE Washington, DC 20020	Fundraising and Development
Todd Lieberman	Trustee	City Interests	1451 Belmont Street NW, #211 Washington, DC 20009	Governance Finance
Bill Tucker	Trustee	Education Sector	1203 W Street, NW Washington, DC	Fundraising and

			20009	Development
Valerie Mitchell	Secretary	Education Pioneers	12 Halley Place SE #303 Washington, DC 20032	Academic Performance & Accountability
				Executive
Shantelle Wright	<i>Ex-officio</i>	Achievement Prep Head of School	12604 Dunkirk Drive Upper Marlboro, MD 20772	
Ursula Wright	Chair	National Alliance of Public Charter Schools	14224 Long Green Drive Silver Spring, MD 20906	Member of all committees

2. Advisory Committee

Achievement Prep maintains a network of professional advisors to assist its school leadership and Board of Trustees in many aspects of school management and governance. During 2008-2009, extraordinary guidance was provided by Arent Fox LLP in legal matters; Building Excellent Schools in governance and school management issues; and Building Hope in charter school facilities.

3. Board Training

During 2008-2009, trustees attended several of the workshops and governance trainings sponsored by the DC Public Charter School Board. In addition, the Board held two separate day-long board retreats on February 28, 2009, and June 13, 2009, to discuss effective charter school governance and for strategic planning, respectively.

F. FINANCE

1. Budget

A copy of the school's approved budget for FY08 is included in the Appendix.

2. Major Donors and Grantors

Achievement Prep gratefully acknowledges and thanks the following for their support during the 2008-2009 school year:

Arent Fox LLP
Janice Bigelow
David Bowers
Patricia Bruce
Building Hope
Building Excellent Schools
Shanita Burney

Shanita Burney
Jim and Teresa Casey
Community Preservation and Development Corporation (CPDC)
DC Office of the State Superintendent
Michael and Jane Duffy
Justin Gaither – Yours Truly, Highly Favored
Doran Gresham
Donald Isaac
Jeanette and Vaughn Jones
Todd Lieberman
Ayanna Mackins
MCN Build
Valerie Mitchell
Kathleen Padian
Joshua Phillips
Elisabeth Rice
Nelson Smith
Sharon Thompson
Demetria Tobias
Mariella Villa
Kenneth and Shantelle Wright
Ursula Wright
Karen Zavakos

SCHOOL PERFORMANCE

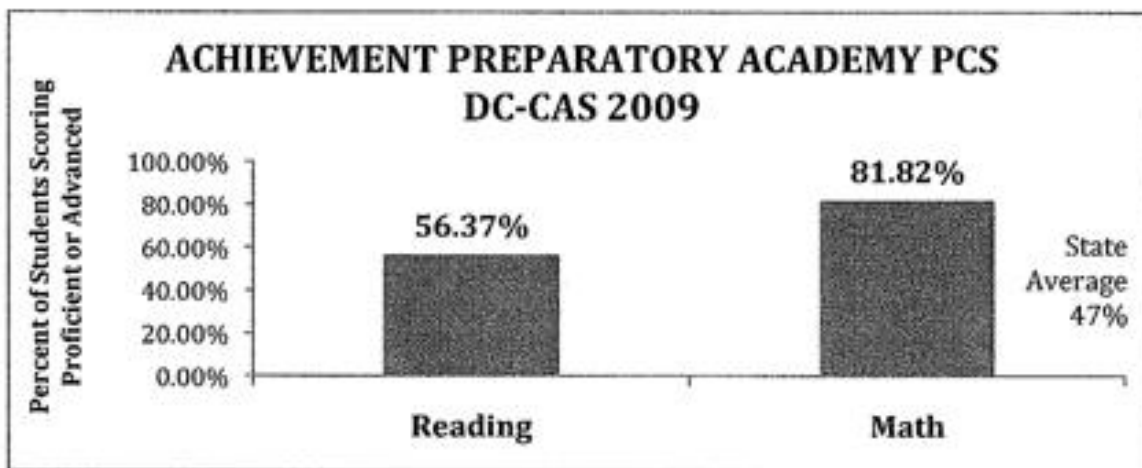
A. Evidence of Performance and Progress

Please see attached Accountability Plan in the Appendix

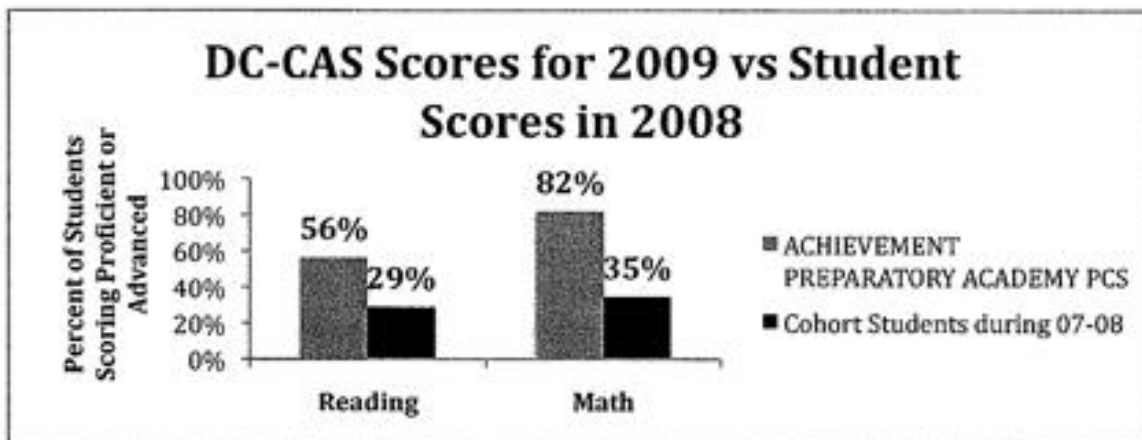
1a. Student Academic Performance

DC CAS

In its first year of operation, Achievement Prep scholars demonstrated strong proficiency in the areas of reading and math, with 56.37% of the scholars scoring proficient or advanced in reading, and 81.82% scoring proficient or advanced in math.



Scholars who attended Achievement Prep in 2008-2009 showed a significant amount of growth in both reading and math on the 2009 DC CAS when comparing their 2008 DC CAS scores attained at a school other than Achievement Prep, with their scores attained in 2009 while enrolled at Achievement Prep. (see chart below)



Students with Disabilities

In 2008-2009, Achievement Prep's inclusion program served six scholars with five different types of disabilities. Regular documentation on scholar progress toward mastery of goals on their Individual Educational Plans (IEPs) is made through individual progress notes and data sheets for scholars by service providers. Quarterly reports on progress toward IEP objectives are prepared by the special education team at Achievement Prep and given to the parent or guardian of the scholar at parent/teacher conferences.

1.b Student Non-Academic Performance

Attendance: The average daily attendance rate for Achievement Prep reported in OLAMS for the 2008-2009 school year was 97%, thereby meeting the school's Accountability Plan annual goal of 90% average daily attendance.

Homework: As evidence by the school's homework completion tracking system, the average homework completion rate for the school was 93%, thereby meeting the school's Accountability Plan goal of at least 85% homework completion rate.

DREAM Values: 100% of the scholars made a DREAM values presentation in 2008-2009, and 97% scored at least 75% or better, thereby meeting the school's Accountability Plan annual goal.

Family involvement/engagement: 100% of Achievement Prep families attended two or more school sponsored events during the 2008-2009 school year, thereby meeting the school's Accountability Plan goal. Parent trustees have attended each of the Board of Trustees meetings held during the 2008-2009 school year.

Family satisfaction: 97% of Achievement Prep families indicated satisfaction or extreme satisfaction on the family satisfaction survey administered during the 2008-2009 school year. The school's Accountability Plan goal of 75% of parents indicating satisfaction was met.

Staff satisfaction: The staff was surveyed in 2008-2009 regarding their satisfaction with Achievement Prep, and 87% of the staff indicated satisfaction or extreme satisfaction with Achievement Prep, thereby meeting the school's Accountability Plan target of 75% staff satisfaction.

2. Certification

All the authorizations required to operate the school are in full force and effect.

B. LESSONS LEARNED

1. Issues Encountered in Collecting and Reporting Data on the School's Accountability Plan Performance

There were no significant issues in collecting and reporting on the school's Accountability Plan.

2. Performance Issues and Program Changes

Information learned through data collected for the Accountability Plan and Achievement Prep's Self Study Review in April of 2008, in conjunction with internal data and state test data, indicate that Achievement Prep is on the right course with our instructional program and our work with staff and families. While the school continues to make progress, there are always areas that can be improved. Achievement Prep is excited about joining a select group of DC schools that will participate in an interim assessment program for math and reading with Achievement Network starting the 2009-2010 school year. Achievement Network is a results-driven educational non-profit with a mission to build the capacity of school leaders to understand and effectively use real-time data to improve instruction and increase student achievement. Achievement Network designs, administers and scores formative assessments that get administrators and teachers the right data and coaches school leaders and teachers to apply their findings instantly in classroom instruction and towards programmatic changes over time.

In addition, Achievement Prep will increase the amount of targeted reading instruction to ensure that all of its scholars are receiving the intervention, remediation and acceleration needed to excel academically. The school will implement the Wilson Reading Program into the curriculum and conduct two additional reading classes per week to increase reading proficiency.

C. Reporting Accountability

The Annual Report is valuable for reporting information about Achievement Prep internally to parents, staff and board members and also to any members of the community that may be interested in our school. The robust Accountability Plan guides Achievement Prep in collecting and reporting important academic and non-academic data. The school shares all the performance information with all key internal and external stakeholders.

Informing parents on goals and assessments mechanism: Achievement Prep is committed to educating parents and our community about the school's mission and goals. One of Achievement Prep's aims is to have parents feel comfortable understanding and interpreting assessment information. Parents as Partners meetings, monthly newsletters, parent-teacher conferences, and periodic parent workshops are all part of Achievement Prep's strong emphasis in communicating its educational approaches to instruction to parents. Achievement Prep uses assessments to make any improvements to its educational approach and strives to convey this information to parents and community in all the possible channels.

Standardized test data from spring 2009 will be shared with parents in several ways. A letter explaining the performance of Achievement Prep scholars and an explanation of the Adequate Yearly Progress (AYP) designation will be sent at the beginning of the 2009-2010 school year. Aggregate data will be presented to families at Back to School Night, at the beginning of September 2009. This presentation will include basic information about the No Child Left Behind Act in addition to

information about the performance of Achievement Prep scholars on the DC-CAS. Individual student scores will be disseminated and small group sessions will be offered where parents can meet with school leaders and discuss their own scholar's performance. The school's NCLB report card will be made available to the public by posting it on a bulletin board and on the PCSB website.

APPENDIX

STAFF DATA

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Head of School	1	1	1	0	N/A	N/A	N/A
Principal	1	1	1	1	N/A	N/A	N/A
Assistant Principal	0	N/A	N/A	N/A	N/A	N/A	N/A
Classroom Teachers	4	4	2	4	1	4	100%
Special Subject Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Bilingual/ESL Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Education Teachers	1	1	1	1	1	1	100%
Vocational/Career Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Building Resource Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Counselors	0	N/A	N/A	N/A	N/A	N/A	N/A
Librarians/Media Specialists	0	N/A	N/A	N/A	N/A	N/A	N/A
Coordinators	0	N/A	N/A	N/A	N/A	N/A	N/A
Classroom Aides	0	N/A	N/A	N/A	N/A	N/A	N/A
Title I Educational Aides	0	N/A	N/A	N/A	N/A	N/A	N/A

Salary Range for teachers: \$45,000 to \$58,000

Average Teacher Salary: \$51,625

Salary Range for school administrators: \$60,000 to \$82,240

Number of school administrators: 4

STUDENT DATA WORKSHEET

School: Achievement Preparatory Academy Public Charter School

Dates of School Year 08-09: August 25, 2008 – June 26, 2009

Hours of Operation: 7:30 AM – 5:00 PM

Student Enrollment (based on audited enrollment):

- 1) Enrollment: 65
- 2) Grades/Ages Served: 4-8
- 3) Race/Ethnicity: 100% African-American (non-Hispanic)
- 4) 93% Low-Income (qualifying for free or reduced cost lunch)
- 5) 10% Special Education
- 6) 0% LEP/NEP
- 7) 53% Male 8) 47% Female
- 9) Average Class Size: 20 (core subjects only—do not include specials)
- 10) Student: Teacher Ratio: 1:16 (the total reported students divided by the number FTE classroom teachers; do not include special needs teachers unless that is your school's focus)
- 11) Average Daily Membership: 59
- 12) Average Daily Attendance: 97%
- 13) Re-enrollment Rate: N/A

Student Attrition:

- 14) Number of students transferring out of school: 4
- 15) Number of dropouts: 0 (students not enrolling in other educational program)

Grade Advancement:

- 16) Promotion rate: 86% (the percentage of students that moved to the next grade level)
- 17) Graduation rate: N/A

Achievement Preparatory
SY 08-09 PCSB FORMATTED BUDGET
Grades 4-8
School year (08/25/08-06/30/09)
(Cash Basis)

REVENUE

1	Per Pupil Charter Payments	610,670
2	Per Pupil Facilities Allowance	211,412
3	Federal Entitlements	319,295
4	Other Government Funding/Grants	
5	Private Grants and Donations	15,000
6	Activity Fees	
7	Other Income (please describe in footnote)	

TOTAL CASH SOURCES 1,156,377

CASH USES

Personnel Salaries and Benefits

8	Administrative Salaries	268,000
9	Instructional Salaries	255,400
10	Other Education Professionals Salaries	130,000
11	Other Staff Salaries	7,500
12	Employee Benefits/Payroll Taxes	103,529
13	Staff Development Expense	32,029
	Subtotal: Personnel Expense	796,458

Direct Student Expense

14	Textbooks/Curriculum	-
15	Classroom, Student Supplies and Materials	3,800
16	Library and Media Center Materials	-
17	Student Assessment Materials	-
18	Contracted Student Services	18,500
19	After-school Enrichment Program	-
20	Miscellaneous Student Expense **	12,500.00
	Subtotal: Direct Student Expense	34,800

Occupancy Expenses

21	Rent	174,107
22	Building Maintenance and Repairs	
23	Utilities	
24	Janitorial Supplies	
25	Contracted Building Services	
	Subtotal: Occupancy Expenses	174,107

Office Expenses

26	Office Supplies and Materials	-
27	Office Equipment Rental and Maintenance	6,000
28	Telephone/Telecommunications	7,920
29	Professional Services	75,300
30	Printing and Copying	-
31	Postage and Shipping	-
32	Other	2,500
	Subtotal: Office Expenses	91,720

General Expenses

33	Insurance	-
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	34	Transportation	5,000
	35	Food Service	11,700
	36	Administration Fee (to PCSB)	4,110
	37	Marketing and Advertising	7,600
	38	Travel	2,000
	39	Other General Expense	8,625
	40	Unforeseen Expenses	10,000
		Subtotal: General Expenses	49,035
		TOTAL ORDINARY EXPENSES	1,146,120
		SUBTOTAL CASH USES	10,256

CAPITAL BUDGET

	41	Computers and Materials	35,733
	42	Classroom Furnishings and Supplies	18,000
	43	Office Furnishings and Equipment	9,300
	44	Renovations/Leasehold Improvements	
		Subtotal: Capital Budget	63,033
		NET CASH FLOW w/out Carryover from prior Year	(52,776)
		Carryover from planning year	140,000
		Net Cash Flow w/Carryover from prior year	87,224

Accountability Plan Performance Worksheet
Achievement Preparatory Academy Public Charter School
2008-2009

Academic Performance Objectives				
Performance Objective or Goal	Baseline Data '08-'09 (Year One Performance)	Annual Target	Five-Year Target	
Students master content in reading and demonstrate proficiency as readers of the English language.	DC CAS: 56.36% EOY Exam: 58% earned 75% or more	10% increase in designated targets on DC-CAS 80% of students earning promotion to the next grade will score at least 75% on the school's internal Comprehensive end-of-year exam.	50% increase in designated targets on DC-CAS Each subgroup will make AYP.	
Students master content in writing and demonstrate grade level proficiency or higher and progress one year or more every year in writing	100% submitted; 83% received proficient or advanced	100% of students will submit a writing portfolio that is assessed with a qualitative and quantitative performance rubric by an external panel of experts; 80% will score proficient or advanced.	___% of students will demonstrate grade level proficiency in writing. Graduating 8 th graders who have attended the school for four years will have completed eight Writer's Workshop Assessments (two annually) and scored at least 75% on each.	
Students master content in math and demonstrate increased academic achievement in mathematics annually in tested areas.	DC CAS: 81.82% EOY Exam: 64% earned 75% or more	10% increase in designated targets on DC-CAS 80% of students earning promotion to the next grade will score at least 75% on the school's internal Comprehensive end-of-year exam.	50% increase in designated targets on DC-CAS Each subgroup will make AYP.	
Students demonstrate grade level proficiency or higher, and progress one year or more every	DC CAS: EOY Exam: 82% earned	10% increase in designated targets on DC-CAS	50% increase in designated targets on DC-CAS	

year in science.	75% or more	80% of students earning promotion to the next grade will score at least 75% on the school's internal Comprehensive end-of-year exam.
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Non Academic Performance Objectives

Performance Objective or Goal	Baseline Data '08-'09 (Year One Performance)	Annual Target	Five-Year Target
Students demonstrate high levels of attendance and homework completion.	Attendance: 97% Homework: 93%	The school will maintain an average daily attendance of at least 90%. The school will maintain an average homework completion level of at least 85%.	The school will maintain an average daily attendance of at least 90%. The school will maintain an average daily homework completion rate of 85% in each grade.
Students consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery) in their actions and interactions within the school community.	100% students made DREAM presentations 97% scored at least 75%	100% of students will make DREAM values presentations as a part of a special school event. Using a standards-driven and commonly applied rubric, a minimum of 80% of students will score at least 75% on their EOY DREAM presentations.	80% or more of visitors will indicate that students demonstrate the DREAM values at a good or strong level. All students understand and uphold the code of conduct and DREAM values. 95% of students demonstrate their good or deep understanding of the school's DREAM values during their DREAM values presentations.
Parents/families actively engage in their child's learning and support the mission of the school.	100% of families attended two or more school sponsored events 100% participation of	Annual increase in the percentage of parent participation school wide until at least 70% of families are active in offering school support through	At least 70% of families will actively support the school through participation in Parent Association activities or volunteer

	parent trustees at Board meetings	participation in Parent Association or volunteering within the school at least twice a year. Parent Trustees attend 85% of the Board of Trustees meetings. (2% annual increase)	efforts within the school. Parent Trustees attend 95% of the Board of Trustees meetings.
Parents/families demonstrate high satisfaction with the academic program	97% satisfied or extremely satisfied	At least 75% of parents surveyed will indicate overall satisfaction with the school's academic program (2% annual increase)	At least 85% of parents surveyed will indicate overall satisfaction with the school's academic program.
The faculty and staff will demonstrate overall satisfaction with Achievement Prep.	87% satisfied or extremely satisfied	75% of surveys reflect high ratings. Staff retention remains stable.	85% of surveys reflect high ratings. Staff retention remains stable.

ACHIEVEMENT PREPARATORY ACADEMY PUBLIC CHARTER SCHOOL ACCOUNTABILITY PLAN

Achievement Prep will monitor its progress and successful implementation of the mission through its ability to meet the academic, organizational, and non-academic goals listed in the Accountability Plan. Each goal is measurable and includes specific targets, performance indicators (including baseline performance measurements), and assessment tools against which each performance goal will be measured.

Achievement Preparatory Academy 5 YR Accountability Plan						
Non-Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
1. Students demonstrate high levels of attendance and homework completion.	Percentage of students attending school daily.	OLAMS system and Internal attendance records.	Baseline data will be established with daily attendance average for SY2008.	The school will maintain an average daily attendance of at least 90%.	The school will maintain an average daily attendance of at least 90%.	Communication from advisor at least bi-weekly.
	Daily attendance records submitted by teachers. OLAMS attendance report submitted to DCP/CSB	Homework completion records.	Daily homework completion average for SY2009.	The school will maintain an average homework completion level of at least 85%.	The school will maintain an average homework completion rate of 85% in each grade.	Call to parents when students are absent with no notice. Homework agendas. Scholar dollars for homework completion.
2. Students consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery) in their actions and interactions within the school community.	Percentage of students completing all assignments on time.					Rewards for students with highest homework completion average. Rewards for homework at each grade level with highest homework completion average.
	All students will be able to adequately define the schools' DREAM values. Students will demonstrate an understanding of DREAM values to others as evidenced through visitor surveys. Students will demonstrate an understanding of the DREAM values as they relate to themselves, their communities, the	Be the DREAM Character and Leadership class assessments Internally developed survey that measures student demonstration of the DREAM values during the school day as poor, average, good, or strong to be completed by visitors to the school throughout the year. DREAM values	Initial Student DREAM Assessment (Faculty-created).	100% of students will make DREAM values presentations as a part of a special school event. Using a standards-driven and commonly applied rubric, a minimum of 80% of students will score at least 75% on their EOY DREAM presentations.	80% or more of visitors will indicate that students demonstrate the DREAM values at a good or strong level. All students understand and uphold the code of conduct and DREAM values. 95% of students demonstrate their good or deep understanding of the school's DREAM	Be the DREAM Character and Leadership classes. Advisory. Preppy and Prowl Meetings. Morning Circle. Calls from advisors to parents.

Achievement Preparatory Academy 5 YR Accountability Plan

Non-Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	nation, and the world.	presentations			values during their DREAM values presentations.	
3. Parents/families actively engage in their child's learning and support the mission of the school.	Parent attendance at parent teacher conferences. Parent participation in field trips. Parent participation with enrichment activities. Parent participation in Parents as Partners Parent participation as school volunteers Parent members of the Board of Trustees.	Parent teacher conferences sign in sheet. Parent Association Meeting sign in sheet. Parent Newsletter. Parent Volunteer Roster. Board of Trustees minutes.	Baseline data will be established with SY2008 parent participation data.	Annual increase in the percentage of parent participation school wide until at least 70% of families are active in offering school support through participation in Parents as Partners volunteering within the school at least twice a year. Parent Trustees attend 85% of the Board of Trustees meetings. (2% annual increase)	At least 70% of families will actively support the school through participation in Parents as Partners activities or volunteer efforts within the school. Parent Trustees attend 95% of the Board of Trustees meetings.	Community outreach. Family phone calls. Family newsletter. Parent Association activities.
4. Parents/families demonstrate high satisfaction with the academic program and the clear and open communication of Achievement Prep.	Parents will demonstrate overall satisfaction with the academic program, family-school communication, and opportunities to participate within the school program	Parent survey given twice a year	Initial survey conveying parents' initial expectations and understanding of the school program.	At least 75% of parents surveyed will indicate overall satisfaction with the school's academic program (2% annual increase)	At least 85% of parents surveyed will indicate overall satisfaction with the school's academic program.	Parent workshops. Parent newsletters Parent volunteers to assist with academic support programs. Advisor calls to families. Parent orientation.
5. The faculty and staff will demonstrate overall satisfaction with Achievement Prep.	High ratings on the annual faculty/staff surveys.	Annual faculty/staff surveys.	Baseline data will be established with the survey results from SY 2008.	75% of surveys reflect high ratings. Staff retention remains stable.	85% of surveys reflect high ratings. Staff retention remains stable.	Continued and highly regarded professional development. Regularly scheduled staff meetings. Annual teambuilding workshops

Achievement Preparatory Academy 5 YR Accountability Plan						
Non-Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment for all staff/faculty.

Appendix D

ACHIEVEMENT PREPARATORY ACADEMY



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL

Building a Foundation to Leave a Legacy

2009-2010
ANNUAL REPORT

SCHOOL DESCRIPTION

A. Mission Statement

The mission of Achievement Preparatory Academy (“Achievement Prep”) is to prepare students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond. The mission is supported by the following beliefs upon which Achievement Prep is built:

Achievement Prep believes that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education.
- Closing the achievement gap in education is the “good fight” all schools must fight – and win.
- When provided with a highly structured, disciplined and supportive learning environment, and with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality-learning environment.
- Its most important partnership is the partnership with its parents.

B. School Program

1. Grade and age level served

In 2009-2010, Achievement Prep served 92 scholars in grades four through six. The school will continue to grow each year until its full enrollment of 300 scholars in grades four through 8.

2. Curriculum Design and Instructional Approach

Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college and beyond through a rigorous college-preparatory curriculum focused on the core academic areas of reading, writing, math, science and social studies/history. In order to fulfill its mission and ensure that Achievement Prep Scholars are fully equipped to compete academically with peers from the most rigorous college-preparatory programs in the nation, Achievement Prep has developed rigorous learning standards and chosen curricular materials that support scholars’ success in these standards.

Learning Standards

The D.C. Standards provide the framework for Achievement Prep’s content standards. Achievement Prep staff work strategically and relentlessly so that scholars master all of D.C.’s clear and rigorous academic standards. Where necessary to ensure scholars are fully prepared for demanding college-preparatory and local magnet high schools, Achievement Prep strengthens its curricula further, exceeding the D.C. standards in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills.

Curricula

Achievement Prep’s academic program rests upon a rigorous standards-based curriculum focused on English language arts, mathematics, science and social studies/history, and is designed to dramatically

accelerate the learning of its scholars. To supplement its internally created, standards-based curricula, Achievement Prep uses curricula resources that have proven success in other excellent schools serving a similar population of students. All of the curricula resources are suitable for scholars with special needs, who are more advanced, or who are designated as English language learners. A strong component of each curriculum chosen is that it supports teachers as they differentiate instruction.

English Language Arts

Achievement Prep scholars currently take double periods of English language arts instruction daily. Achievement Prep's overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

Achievement Prep's English language arts classes currently incorporate materials from the Spellwell program. The materials address critical phonemic issues that many of Achievement Prep scholars face. Materials in this program include grade-appropriate words that follow a particular spelling rule or pattern. Sight words frequently used in writing are also included. In addition, each lesson allows space for words from scholars' classroom reading or writing.

Achievement Prep wants to ensure that each scholar is afforded the opportunity to build or rebuild the phonetic foundation on which all future learning depends - particularly as scholars move from sight recognition and familiar vocabulary to more complex words and types of words.

Achievement Prep uses flexibility grouping to differentiate instruction so that Achievement Prep meets the needs of those scholars who require phonics and phonemic awareness, and accelerate the instruction for those scholars who are higher skilled and do not require such remediation.

Fluency

In order to ensure that all Achievement Prep readers are fluent, Achievement Prep tested all scholars on fluency upon entry and prior to the start of the school year. For those scholars who demonstrated the need for fluency practice Achievement Prep is using the Corrective Reading program. Written for scholars who have difficulty reading accurately and fluently, the Corrective Reading program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate fluency and decoding. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows scholars to monitor their own improvement and experience success.

Vocabulary

Achievement Prep's mission of preparing children in grades 4-8 to become high achieving scholars and leaders in high school, college and beyond requires intense attention be paid to vocabulary development. In order to combat the 4th grade slump, English language arts classes at Achievement Prep use the systematic approach to vocabulary development that is presented through the Wordly Wise 3000 vocabulary materials.

In addition to the utilization of the Wordly Wise vocabulary materials, Achievement Prep adheres to the philosophy that vocabulary is best built through independent reading. Fifteen minutes of every day is dedicated to "Drop Everything and Read" (DEAR). In addition, all scholars are expected and required to carry their independent reading book throughout the school day, and keep it at their desks in all classes. Scholars are also required to read their independent reading books for at least 20

minutes per night as part of their homework and complete a reading log documenting his/her reading for the evening.

Comprehension

As scholars become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis. Achievement Prep used the Making Connections and Wilson Reading programs to increase reading comprehension and analytical skills. In addition, scholars who are struggling with comprehension receive additional small group instruction geared at helping them to decipher text and increase comprehension.

Writing

In addition to the five key components of strong reading instruction, Achievement Prep offers a rigorous writing curriculum that is designed to have scholars produce writing with excellent organization, elaboration, and flow in multiple genres. The focus of all writing classes is clarity of expression. Because the best way to improve one's writing is by writing, scholars write every day in class and at home. Scholars are learning step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

Social Studies/History

Achievement Prep's goal is to instill in scholars the historical skills and knowledge necessary for them to become lifelong students of history. The social studies/history curriculum is presented in a way that is engaging and challenging. Teachers expect scholars to master the key concepts and vocabulary, and also teach scholars to analyze primary sources, debate different points of view, and make cause-and-effect connections. Achievement Prep's social studies curriculum makes explicit connections to reading instruction skills taught in other subjects. Social studies class is a fast-paced, multi-modal class in which scholars hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. The TimeLinks curriculum provides readable, accessible content that aligns with state standards and easy-to-use multiple resources such as leveled readers to meet the needs of all learners in the classroom.

Mathematics

Achievement Prep scholars have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many scholars lack and infuses new concepts and skills. Problem solving teaches scholars how to apply this procedural knowledge to complex, multi-step problems—often with “real world” significance. The distinction between procedures and problem solving is clear - one provides the concepts and skills while the other provides problem-solving applications.

Science

The goal of Achievement Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out science investigations. Achievement Prep's science curriculum provides a rigorous scientific background. The science course tackles science related text, while also exposing the scholars to hands-on experiments to increase their engagement and understanding of the subject. A large emphasis is placed on the learning strategy of questioning throughout the science

course and scholars are encouraged to complete research and build models to gain a deeper understanding of the concepts addressed in the course.

Inclusive and Suitable Curriculum for All Scholars

Achievement Prep's curriculum was developed to ensure that every scholar, regardless of learning style, level of proficiency, English language learner or special education status, can participate fully and thrive academically. Achievement Prep selected curricula resources that can be extended and adapted for use with scholars who need intense remediation, English language learners, scholars with disabilities, and more advanced scholars. Achievement Prep's schedule of frequent assessments helps to identify those scholars who have achieved mastery and require more challenging work, as well as those scholars who are struggling with a skill/content area and need additional support or an alternate way to master a skill/content area. Achievement Prep's use of flexible ability grouping allows appropriate curricular adjustment by teachers to meet scholars' needs. Achievement Prep is working to ensure that all of its scholars, regardless of their learning needs, are prepared to achieve academic success.

3. Key Mission-Related Programs

Be the Dream – Character and Leadership Program

Integral to Achievement Prep's mission is the notion set forth by Dr. Martin Luther King, Jr. - "strong mind and tender heart" - the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. An emphasis on Achievement Prep's **DREAM** (**D**etermination, **R**espect, **E**nthusiasm, **A**ccountability and **M**astery) *values* is integrated into the academic courses and throughout the school culture. The goal is for Achievement Prep scholars to not merely do "well," but also to do "good."

Extended School Day and School Year

All Achievement Prep scholars participate in an extended year and school day program. Scholars attended school for 196 days in the academic year. This is longer than the traditional school year of 180 days in DC Public Schools. An extended school year allows additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. In addition to the 196 days of instruction, Achievement Prep also required certain students (approximately 60% of Achievement Prep student body) to attend Saturday Academy an additional 20 Saturdays out of the year from 9:00 – 12:30 pm. The focus of Saturday Academy was targeted math and reading instruction and support.

In addition to a longer academic year, Achievement Prep scholars have a longer academic day. Scholars attended school from 7:30 AM to 5:00 PM. Achievement Prep scholars are provided with two hours more of instructional time each day than the traditional public schools. The extended academic day allows more in depth and rigorous instruction time in core academic subjects. Built into the academic day schedule are opportunities for targeted student support and enrichment activities.

Other Key Program Features

- *Strong school culture.* A strong school culture is conducive to high student achievement. Achievement Prep works strategically and relentlessly to create a culture of high achievement and celebration. Achievement Prep has established a positive, caring, tough love atmosphere where scholars feel safe and successful socially, emotionally and academically. Through programs such as the DREAM Dollars (weekly scholar paychecks of imaginary funds), Preppie and Proud (Achievement Prep's weekly community celebration), daily Community Close Outs,

and Morning Meetings, Achievement Prep has created an environment where scholars and staff alike embrace the concept of team and family and celebrating and rewarding appropriate behaviors.

- *Parents as Partners.* Achievement Prep believes that it has a responsibility to empower parents to have a voice in their child's education. Achievement Prep believes that when families become involved, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. Achievement Prep views parents as partners – believing that students attain more educational success when schools and families work together to motivate, socialize, and educate students. Families are asked to sign the Achievement Prep Covenant each year that includes an agreement asking families to, among other things, 1) create an environment at home that is conducive to completing homework nightly, 2) communicate with teachers and staff regularly, 3) attend parent teacher conferences and other school sponsored family events, 4) ensure their scholar attends school regularly and promptly. Last school year, 100% of families participated in at least three school sponsored events, including, parent/teacher conferences, back to school night, family events or volunteer opportunities.
- *Professional Development.* At Achievement Prep, we believe that teaching matters – greatly. Since primarily two factors drive student achievement – what is taught and how it is taught – Achievement Prep believes that it is vital to invest in all its teaching professionals so that they can become great, master teachers. In 2009-2010, the school provided high quality professional development prior to the start of school with a three (3) week Summer Institute and during the school year through 2.5 hours weekly professional development sessions, 7 full day professional development days, and several off-site workshops and conferences to build instructional skills, knowledge and strategies.

4. School Year and Hours of Operation

Achievement Prep's school year started August 16, 2009, and concluded June 17, 2010. The school hours were from 7:30 AM to 5:00 PM, with early dismissal at 1:30 PM on Wednesdays for professional development. Saturday Academy ran from September 18, 2010, through April 23, 2010, from 9:00 AM to 12:30PM.

C. SCHOOL STAFF

Please also see the Staff Data Worksheet in the Appendix.

1. Key Leadership Positions

Founder and Head of School: Shantelle Wright

Director of Academic Achievement: Susan Cannon

Dean of Solutions: Robert Allen

Business Manager: Alisha Charles

2. Number of Teachers

In 2009-2010, Achievement Prep had six (6) teachers.

3. Number of Teacher Aides

Achievement Prep did not have teacher aides in 2009-2010.

4. Average Class Size

In 2009-2010 class sizes at Achievement Prep averaged 18 scholars per classroom. The student to teacher ratio throughout the school was 1:15.

5. Staff Qualifications

100% of all of Achievement Prep teachers met the NCLB requirements for Highly Qualified Teachers. Achievement Prep teachers reflect the diversity of the scholar populations and are experts in the content area they teach.

6. Salary Information

In 2009-2010 teacher salaries ranged from \$40,000 to \$58,000 and reflected the level of education and experience of the staff. The average teacher salary was \$51,600.

There were four school administrators who earned between \$55,000 to \$84,000.

D. STUDENT CHARACTERISTICS

Please also see the Student Data Worksheet in the Appendix.

1. Student Enrollment

In 2009-2010, the grade enrollment for students was as follows:

- 4th grade: 31
- 5th grade: 40
- 6th grade: 21

2. Student Attrition

During the 2009-2010 school year, three (3) scholars withdrew from Achievement Prep.

3. Student Demographics

In 2009-2010,

- 100% of the student population at Achievement Prep was African American.
- 55% were male and 45% were female.
- 87% qualified for free or reduced priced lunch.

4. Limited and Non-English Proficient Students

In 2009-2010, there were no limited or non-English proficient students enrolled at Achievement Prep.

5. Students with IEPs

Nine scholars (at the end of the school year) had special education IEPs, which comprised approximately 10% of the population.

6. Average daily membership

The average daily membership was 89.

7. Average daily attendance

The average daily attendance was 98%.

E. GOVERNANCE

1. Board of Trustees

At the end of 2009-2010, the Board of Trustees for Achievement Prep was comprised of the following members:

Name	Board Position	Affiliations	Address	Committee(s)
Danielle Baussan	Secretary	Attorney	1514 17th St NW #202 Washington DC 20036	Fundraising/Development Executive
Shanita Burney	Vice Chair	DC Children & Youth Investment Trust Corporation	11411 Lake Arbor Way #306 Mitchellville, MD 20721	Governance Executive Finance
Michael Duffy	Board Chair	Federal Mine Safety and Health Review Commission	3000 Tilden St. NW #501 I Washington, DC 20008	Governance Fundraising/Development Finance
Valerie Evans	Trustee	Education Pioneers	12 Halley Place SE #303 Washington, DC 20032	Member of all committees
Dr. Doran Gresham	Academic Performance Comm Chair	George Washington University	4702 Colonel Darnell Place Upper Marlboro, MD 20772	Academic Performance & Accountability Governance
Robert Hunter	Parent Rep Trustee	TechStaffing Group	1824 Tubman Road, SE Washington, DC 20020	Finance Fundraising/Development
Jeanette Jones	Parent Rep	Human Resources	1706 Galen Street, SE Washington, DC 20020	Fundraising and Development
Todd Lieberman	Trustee	City Interests	1451 Belmont Street NW, #211 Washington, DC 20009	Governance Finance

Bill Tucker	Treasurer	Education Sector	1203 W Street, NW Washington, DC 20009	Finance Executive Fundraising and Development
Shantelle Wright	<i>Ex-officio</i>	Achievement Prep Head of School	12604 Dunkirk Drive Upper Marlboro, MD 20772	Member of all committees
Ursula Wright	Trustee	National Alliance of Public Charter Schools	14224 Long Green Drive • Silver Spring, MD 20906 •	Finance

2. Board Training

During 2009-2010, trustees attended several of the workshops and governance trainings sponsored by the DC Public Charter School Board.

F. FINANCE

1. Budget

A copy of the school's approved budget for FY09 is included in the Appendix.

2. Major Donors and Grantors

Achievement Prep gratefully acknowledges and thanks the following for their support during the 2009-2010 school year:

*Arent Fox LLP
Danielle Baussan
Whitney Brimfield
Shanita Burney
Anthony Colon
Virginia DiTata
Michael and Jane Duffy
Charles and Valerie Evans
Dr. Doran Gresham
Melanie Hudson
Robert Hunter
Brian Long
Lisa Lazarus
Ellen London
John and Susan Cannon
Erin McGrain
Douglas Owen*

Melissa Shuffield
Mr. and Mrs. Cecil Talbott
Khadijah Tribble
George and Melissa Tucker
Building Hope
Building Excellent Schools
New Schools Venture Fund
Achievement Network
Jim and Teresa Casey
Community Preservation and Development Corporation (CPDC)
DC Office of the State Superintendent
Justin Gaither – Yours Truly, Highly Favored
Donald Isaac
Jeanette and Vaughn Jones
Todd Lieberman
Ayanna Mackins
MCN Build
Demetria Tobias
Mariella Villa
Kenneth and Shantelle Wright
Ursula Wright

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1a. Student Academic Performance Performance Management Framework

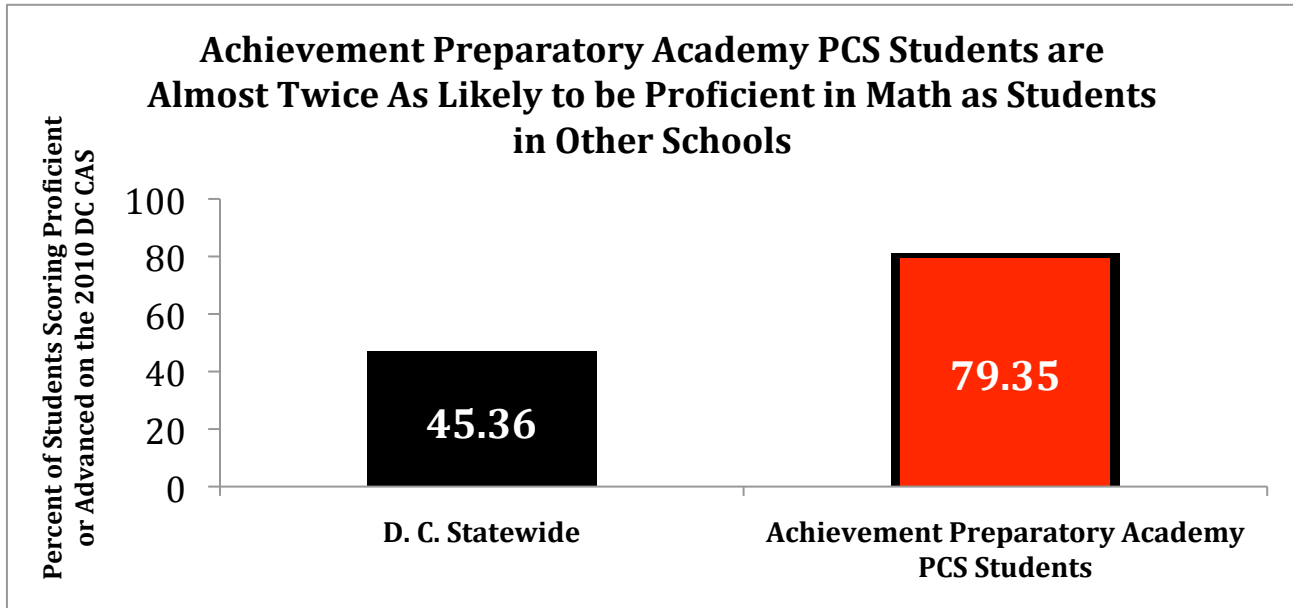
Student Progress

DC CAS

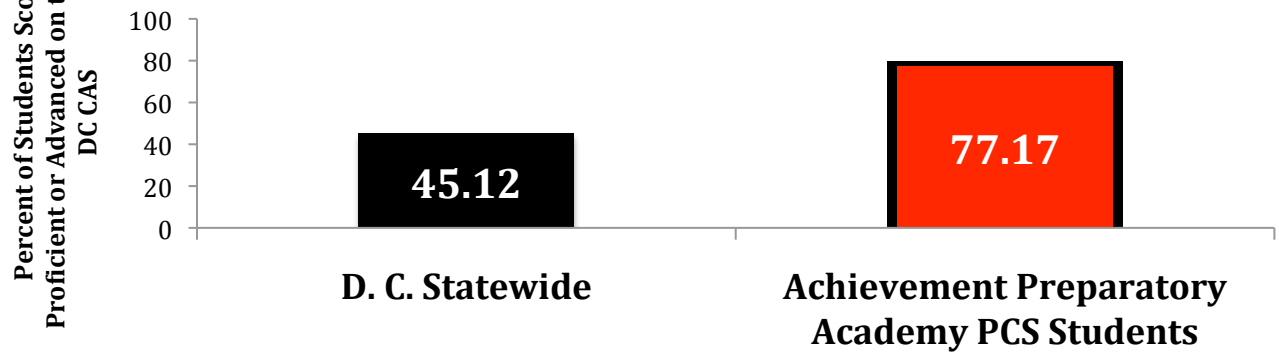
In its second year of operation, Achievement Prep scholars continued to be among the highest performing students in the District of Columbia. On the 2009 DC CAS, Achievement Prep scholars demonstrated 77.03% proficiency or advanced in reading, and 79.73% proficiency or advanced in math.

	Achievement Prep 2009 % prof or advcd	Achievement Prep 2010 % prof or adv	% increase in # of scholars advcd from 2009 to 2010	District Average 2010	% by which Achievement Prep exceeds District Average
Reading	56.36%	77.03%	1.82% to 10.87%	44.14%	32.89%
Math	81.82%	79.73%	12.73% to 26.09%	42.84%	36.89%

Scholars who attend Achievement Prep are almost twice as likely to be proficient in both math and reading as students in other schools. (*see charts below*)

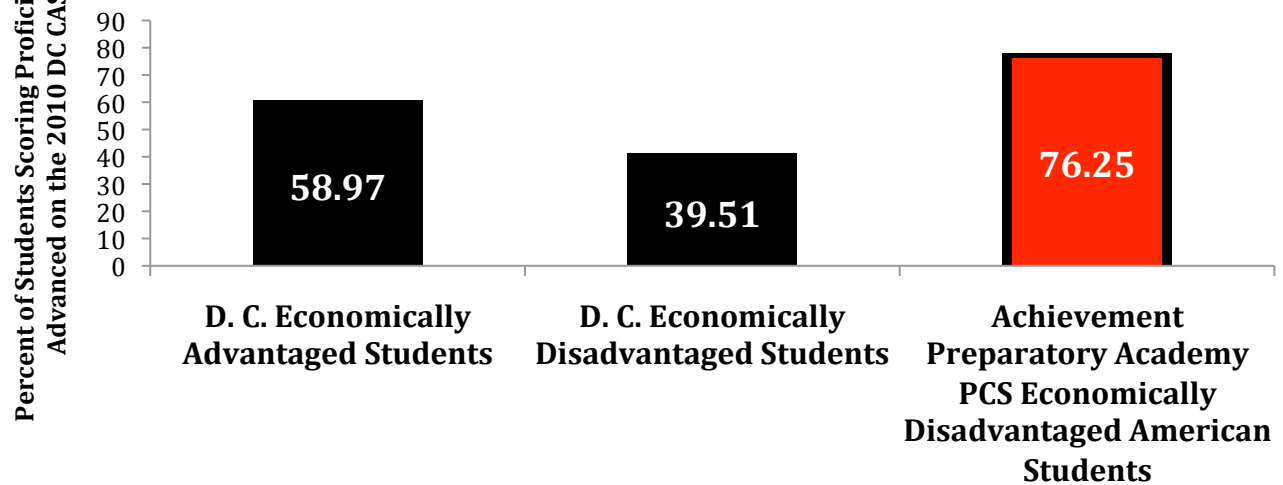


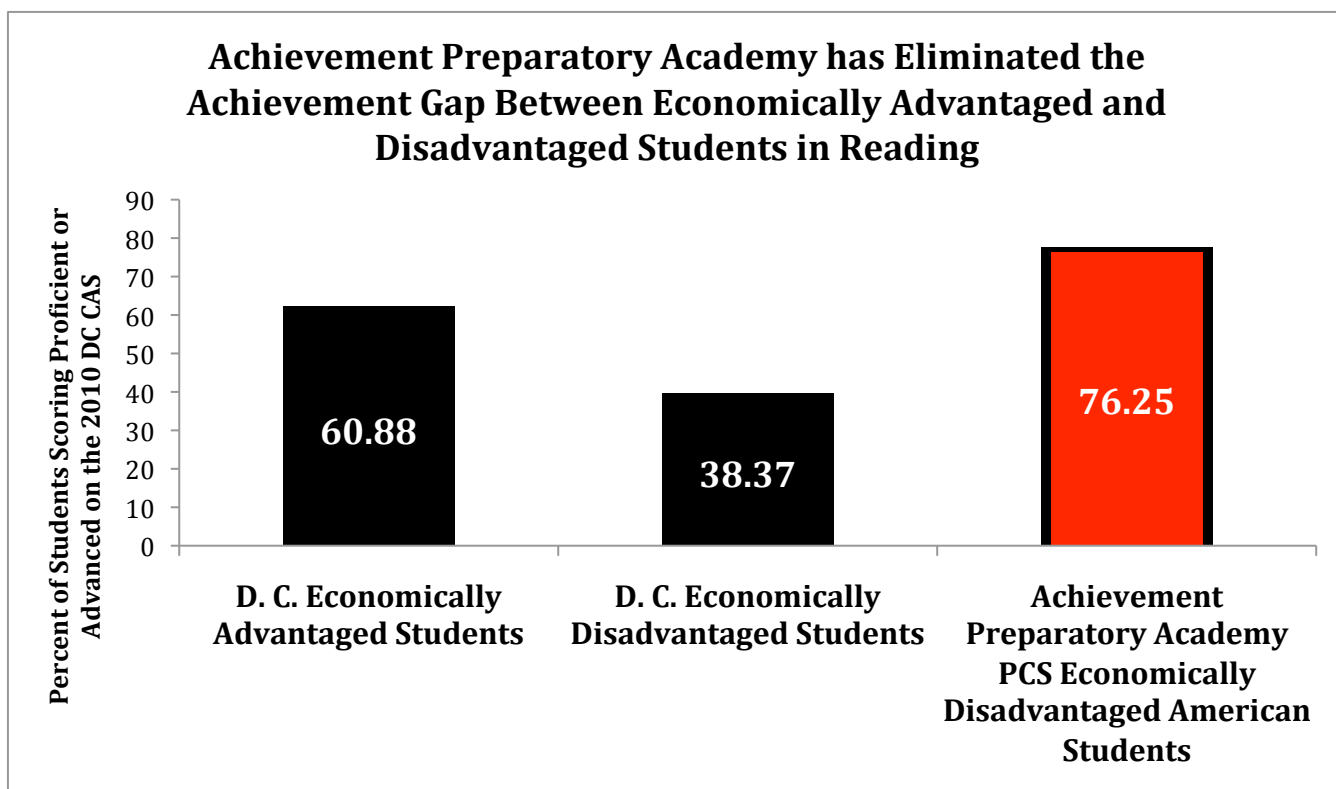
Achievement Preparatory Academy PCS Students are Almost Twice As Likely to be Proficient in Reading as Students in Other Schools



Essential to Achievement Prep's mission is closing the achievement gap in education between its scholars and those who are economically advantaged. As evidenced by its scholars' performance on the DC CAS, Achievement Prep has done just that. (*see charts below*)

Achievement Preparatory Academy has Eliminated the Achievement Gap Between Economically Advantaged and Disadvantaged Students in Math





Students with Disabilities

In 2009-2010, Achievement Prep's inclusion program served nine scholars with eight different types of disabilities. Regular documentation on scholar progress toward mastery of goals on their Individual Educational Plans (IEPs) is made through individual progress notes and data sheets for scholars by service providers. Quarterly reports on progress toward IEP objectives are prepared by the special education team at Achievement Prep and given to the parent or guardian of the scholar at parent/teacher conferences.

1.b Non-Academic Performance

Achievement Prep received a 2009-2010 Compliance Review and a Governance Review. In both reviews, Achievement Prep was found to be in compliance with all required aspects and criteria.

2. Certification

All the authorizations required to operate the school are in full force and effect.

B. Unique Accomplishments

In 2009, Achievement Prep joined a select group of DC schools that participated in an interim assessment program for math and reading with Achievement Network. Achievement Network is a results-driven educational non-profit with a mission to build the capacity of school leaders to understand and effectively use real-time data to improve instruction and increase student achievement. Achievement Network designs, administers and scores formative assessments that get administrators and teachers the right data and coaches school leaders and teachers to apply their findings instantly in classroom instruction and towards programmatic changes over time.

Achievement Prep is proud to say that the work with Achievement Network allowed teachers to target their instruction in a precise manner that allowed very specific movement of scholars from the proficient to advanced categories under the DC CAS.

B. LESSONS LEARNED

1. Issues Encountered in Collecting and Reporting Data on the School's progress on Performance Management Framework

There were no significant issues in collecting and reporting on the school's progress under the Performance Management Framework.

C. Reporting Accountability

The Annual Report is valuable for reporting information about Achievement Prep internally to parents, staff and board members and also to any members of the community that may be interested in our school. The school regularly shares all the performance information with all key internal and external stakeholders.

Informing parents on goals and assessments mechanism: Achievement Prep is committed to educating parents and our community about the school's mission and goals. One of Achievement Prep's aims is to have parents feel comfortable understanding and interpreting assessment information. Parents as Partners meetings, monthly newsletters, parent-teacher conferences, and periodic parent workshops are all part of Achievement Prep's strong emphasis in communicating its educational approaches to instruction to parents. Achievement Prep uses assessments to make any improvements to its educational approach and strives to convey this information to parents and community in all the possible channels.

Standardized test data from spring 2010 will be shared with parents in several ways. A letter explaining the performance of Achievement Prep scholars and an explanation of the Adequate Yearly Progress (AYP) designation will be sent at the beginning of the 2009-2010 school year. Aggregate data will be presented to families at Back to School Night, at the beginning of September 2010. This presentation will include basic information about the No Child Left Behind Act in addition to information about the performance of Achievement Prep scholars on the DC-CAS. Individual student scores will be disseminated and small group sessions will be offered where parents can meet with school leaders and discuss their own scholar's performance. The school's NCLB report card will be made available to the public by posting it on a bulletin board and on the Achievement Preparatory Academy website.

APPENDIX

STAFF DATA

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Head of School	1	1	1	0	N/A	N/A	N/A
Principal	1	1	1	1	N/A	N/A	N/A
Assistant Principal	0	N/A	N/A	N/A	N/A	N/A	N/A
Classroom Teachers	6	6	4	6	4	6	100%
Special Subject Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Bilingual/ESL Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Education Teachers	1	1	1	1	1	1	100%
Vocational/Career Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Building Resource Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Counselors	0	N/A	N/A	N/A	N/A	N/A	N/A
Librarians/Media Specialists	0	N/A	N/A	N/A	N/A	N/A	N/A
Coordinators	0	N/A	N/A	N/A	N/A	N/A	N/A
Classroom Aides	0	N/A	N/A	N/A	N/A	N/A	N/A
Title I Educational Aides	0	N/A	N/A	N/A	N/A	N/A	N/A

Salary Range for teachers: \$45,000 to \$58,000

Average Teacher Salary: \$51,625

Salary Range for school administrators: \$60,000 to \$82,240

Number of school administrators: 4

STUDENT DATA WORKSHEET

School: Achievement Preparatory Academy Public Charter School

Dates of School Year 08-09: August 24, 2009 – June 18, 2010

Hours of Operation: 7:30 AM – 5:00 PM

Student Enrollment (based on audited enrollment):

- 1) Enrollment: 92
- 2) Grades/Ages Served: 4-6
- 3) Race/Ethnicity: 100% African-American (non-Hispanic)
- 4) 87% Low-Income (qualifying for free or reduced cost lunch)
- 5) 10% Special Education
- 6) 0% LEP/NEP
- 7) 55% Male 8) 45% Female
- 9) Average Class Size: 18 (core subjects only—do not include specials)
- 10) Student: Teacher Ratio: 1:15 (the total reported students divided by the number FTE classroom teachers; do not include special needs teachers unless that is your school's focus)
- 11) Average Daily Membership: 89
- 12) Average Daily Attendance: 98%
- 13) Re-enrollment Rate: 89%

Student Attrition:

- 14) Number of students transferring out of school: 7
- 15) Number of dropouts: 0 (students not enrolling in other educational program)

Grade Advancement:

- 16) Promotion rate: 91% (the percentage of students that moved to the next grade level)
- 17) Graduation rate: N/A

Appendix E

ACHIEVEMENT PREPARATORY ACADEMY



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL
Building a Foundation to Leave a Legacy

908 Wahler Place, SE
2nd Floor
Washington, DC 20032
Tel: (202) 562-1214
Fax: (202) 562-1219
www.aprepacademy.org

2010-2011
ANNUAL REPORT

Submitted by: Valerie Evans, Board Chair

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Board of Trustees **and** **School Leadership**

Name	Position	Contact Information
Shanita Burney	Board Vice Chair	(240) 486-7024 shanita.burney@dc.gov
Susan Cannon	School leader: Director of Academic Achievement	(202) 562-1214 ext 102 scannon@aprepacademy.org
Lajuan Davis (DC – Parent)	Board Trustee/Parent Rep	202-256-0837 lajuan.davis@faa.gov
Priam Dutta	Board Trustee	(202) 821-6978 priamd@gmail.com
Valerie Evans (DC)	Board Chair/Trustee	(202) 288-8397 vevans@aprepacademy.org
John Green (DC)	Board Trustee	202-352-5239 (m) jmargreen@gmail.com
Brian Jackson (DC)	Board Trustee/Parent Rep	(202) 365-2031 fourmibrianjr@verizon.net
Danielle Johnson	School Leader Families and Community Coordinator	202-562-1214 ext 119 djohnson@aprepacademy.org
Kennietha Jones	Board Trustee	617-512-3750 kennietha.jones@gmail.com
Ellen London (DC)	Board Trustee	(202) 347-4441 elondon@cytc.org
Natasha Marshall (DC)	Board Trustee	202-834-7439 nmarshall03@yahoo.com
George William Tucker (DC)	Board Treasurer	(202) 422-6803 btucker@educationsector.org
Dwayne Williams	School leader Dean of Solutions	202-562-1214 ext 101 dwilliams@aprepacademy.org
Shantelle Wright	School leader: Founder and Head of School Ex-officio Board Trustee	(202) 562-1214 ext 114 swright@aprepacademy.org

Achievement Prep Teachers for 2010-2011 SY

<u>Teacher</u>	<u>Content Area</u>
Peter Anderson	Reading/Writing
John Autin	Math
Nina Gribetz	Math
Jason Kezmarsky	Math
Kristy Len	Science
Janice Lewis	Math
Jacqueline Perlow	Writing
Carmen Player	History
Tara Williams	Spanish
John Autin	Math

SCHOOL DESCRIPTION

A. Mission Statement

The mission of Achievement Preparatory Academy (“Achievement Prep”) is to prepare students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond. The mission is supported by the following beliefs upon which Achievement Prep is built:

Achievement Prep believes that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education.
- Closing the achievement gap in education is the “good fight” all schools must fight – and win.
- When provided with a highly structured, disciplined and supportive learning environment, and with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality-learning environment.
- Its most important partnership is the partnership with its parents.

B. School Program

1. Grade and age level served

In 2010-2011, Achievement Prep served 132 scholars in grades four through seven. The school will continue to grow each year until its full enrollment of 300 scholars in grades four through 8.

2. Curriculum Design and Instructional Approach

Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college and beyond through a rigorous college-preparatory curriculum focused on the core academic areas of reading, writing, math, science and social studies/history. In order to fulfill its mission and ensure that Achievement Prep Scholars are fully equipped to compete academically with peers from the most rigorous college-preparatory programs in the nation, Achievement Prep has developed rigorous learning standards and chosen curricular materials that support scholars’ success in these standards.

Learning Standards

The D.C. Standards provide the framework for Achievement Prep’s content standards. Achievement Prep staff work strategically and relentlessly so that scholars master all of D.C.’s clear and rigorous academic standards. Where necessary to ensure scholars are fully prepared for demanding college-preparatory and local magnet high schools, Achievement Prep strengthens its curricula further, exceeding the D.C. standards in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills.

Curricula

Achievement Prep’s academic program rests upon a rigorous standards-based curriculum focused on English language arts, mathematics, science and social studies/history, and is designed to dramatically accelerate the learning of its scholars. To supplement its internally created, standards-based curricula, Achievement Prep uses curricula resources that have proven success in other excellent schools serving

a similar population of students. All of the curricula resources are suitable for scholars with special needs, who are more advanced, or who are designated as English language learners. A strong component of each curriculum chosen is that it supports teachers as they differentiate instruction.

English Language Arts

Achievement Prep scholars currently take double periods of English language arts instruction daily. Achievement Prep's overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

Achievement Prep's English language arts classes currently incorporate materials from the Spellwell program. The materials address critical phonemic issues that many of Achievement Prep scholars face. Materials in this program include grade-appropriate words that follow a particular spelling rule or pattern. Sight words frequently used in writing are also included. In addition, each lesson allows space for words from scholars' classroom reading or writing.

Achievement Prep wants to ensure that each scholar is afforded the opportunity to build or rebuild the phonetic foundation on which all future learning depends - particularly as scholars move from sight recognition and familiar vocabulary to more complex words and types of words.

Achievement Prep uses flexibility grouping to differentiate instruction so that Achievement Prep meets the needs of those scholars who require phonics and phonemic awareness, and accelerate the instruction for those scholars who are higher skilled and do not require such remediation.

Fluency

In order to ensure that all Achievement Prep readers are fluent, Achievement Prep tested all scholars on fluency upon entry and prior to the start of the school year. For those scholars who demonstrated the need for fluency practice Achievement Prep is using the Corrective Reading program. Written for scholars who have difficulty reading accurately and fluently, the Corrective Reading program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate fluency and decoding. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows scholars to monitor their own improvement and experience success.

Vocabulary

Achievement Prep's mission of preparing children in grades 4-8 to become high achieving scholars and leaders in high school, college and beyond requires intense attention be paid to vocabulary development. In order to combat the 4th grade slump, English language arts classes at Achievement Prep use the systematic approach to vocabulary development that is presented through the Wordly Wise 3000 vocabulary materials.

In addition to the utilization of the Wordly Wise vocabulary materials, Achievement Prep adheres to the philosophy that vocabulary is best built through independent reading. Fifteen minutes of every day is dedicated to "Drop Everything and Read" (DEAR). In addition, all scholars are expected and required to carry their independent reading book throughout the school day, and keep it at their desks in all classes. Scholars are also required to read their independent reading books for at least 20 minutes per night as part of their homework and complete a reading log documenting his/her reading for the evening.

Comprehension

As scholars become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis. Achievement Prep used the Making Connections and Wilson Reading programs to increase reading comprehension and analytical skills. In addition, scholars who are struggling with comprehension receive additional small group instruction geared at helping them to decipher text and increase comprehension.

Writing

In addition to the five key components of strong reading instruction, Achievement Prep offers a rigorous writing curriculum that is designed to have scholars produce writing with excellent organization, elaboration, and flow in multiple genres. The focus of all writing classes is clarity of expression. Because the best way to improve one's writing is by writing, scholars write every day in class and at home. Scholars are learning step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

Social Studies/History

Achievement Prep's goal is to instill in scholars the historical skills and knowledge necessary for them to become lifelong students of history. The social studies/history curriculum is presented in a way that is engaging and challenging. Teachers expect scholars to master the key concepts and vocabulary, and also teach scholars to analyze primary sources, debate different points of view, and make cause-and-effect connections. Achievement Prep's social studies curriculum makes explicit connections to reading instruction skills taught in other subjects. Social studies class is a fast-paced, multi-modal class in which scholars hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. The TimeLinks curriculum provides readable, accessible content that aligns with state standards and easy-to-use multiple resources such as leveled readers to meet the needs of all learners in the classroom.

Mathematics

Achievement Prep scholars have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many scholars lack and infuses new concepts and skills. Problem solving teaches scholars how to apply this procedural knowledge to complex, multi-step problems—often with “real world” significance. The distinction between procedures and problem solving is clear - one provides the concepts and skills while the other provides problem-solving applications.

Science

The goal of Achievement Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out science investigations. Achievement Prep's science curriculum provides a rigorous scientific background. The science course tackles science related text, while also exposing the scholars to hands-on experiments to increase their engagement and understanding of the subject. A large emphasis is placed on the learning strategy of questioning throughout the science course and scholars are encouraged to complete research and build models to gain a deeper understanding of the concepts addressed in the course.

Inclusive and Suitable Curriculum for All Scholars

Achievement Prep's curriculum was developed to ensure that every scholar, regardless of learning style, level of proficiency, English language learner or special education status, can participate fully and thrive academically. Achievement Prep selected curricula resources that can be extended and adapted for use with scholars who need intense remediation, English language learners, scholars with disabilities, and more advanced scholars. Achievement Prep's schedule of frequent assessments helps to identify those scholars who have achieved mastery and require more challenging work, as well as those scholars who are struggling with a skill/content area and need additional support or an alternate way to master a skill/content area. Achievement Prep's use of flexible ability grouping allows appropriate curricular adjustment by teachers to meet scholars' needs. Achievement Prep is working to ensure that all of its scholars, regardless of their learning needs, are prepared to achieve academic success.

3. Key Mission-Related Programs

Be the Dream – Character and Leadership Program

Integral to Achievement Prep's mission is the notion set forth by Dr. Martin Luther King, Jr. - "strong mind and tender heart" - the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. An emphasis on Achievement Prep's **DREAM** (Determination, Respect, Enthusiasm, Accountability and Mastery) *values* is integrated into the academic courses and throughout the school culture. The goal is for Achievement Prep scholars to not merely do "well," but also to do "good."

Extended School Day and School Year

All Achievement Prep scholars participate in an extended year and school day program. Scholars attended school for 196 days in the academic year. This is longer than the traditional school year of 180 days in DC Public Schools. An extended school year allows additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. In addition to the 196 days of instruction, Achievement Prep also required certain students (approximately 45% of Achievement Prep student body) to attend Saturday Academy an additional 20 Saturdays out of the year from 9:00 – 12:00 pm. The focus of Saturday Academy was targeted math and reading instruction and support.

In addition to a longer academic year, Achievement Prep scholars have a longer academic day. Scholars attended school from 7:30 AM to 5:00 PM. Achievement Prep scholars are provided with two hours more of instructional time each day than the traditional public schools. The extended academic day allows more in depth and rigorous instruction time in core academic subjects. Built into the academic day schedule are opportunities for targeted student support and enrichment activities.

Other Key Program Features

- *Strong school culture.* A strong school culture is conducive to high student achievement. Achievement Prep works strategically and relentlessly to create a culture of high achievement and celebration. Achievement Prep has established a positive, caring, tough love atmosphere where scholars feel safe and successful socially, emotionally and academically. Through programs such as the DREAM Dollars (weekly scholar paychecks of imaginary funds), Preppie and Proud (Achievement Prep's weekly community celebration), daily Community Close Outs, and Morning Meetings, Achievement Prep has created an environment where scholars and staff alike embrace the concept of team and family and celebrating and rewarding appropriate behaviors.

- *Parents as Partners.* Achievement Prep believes that it has a responsibility to empower parents to have a voice in their child's education. Achievement Prep believes that when families become involved, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. Achievement Prep views parents as partners – believing that students attain more educational success when schools and families work together to motivate, socialize, and educate students. Families are asked to sign the Achievement Prep Covenant each year that includes an agreement asking families to, among other things, 1) create an environment at home that is conducive to completing homework nightly, 2) communicate with teachers and staff regularly, 3) attend parent teacher conferences and other school sponsored family events, 4) ensure their scholar attends school regularly and promptly. Last school year, 95% of families participated in at least three school sponsored events, including, parent/teacher conferences, back to school night, family events or volunteer opportunities.
- *Professional Development.* At Achievement Prep, we believe that teaching matters – greatly. Since primarily two factors drive student achievement – what is taught and how it is taught – Achievement Prep believes that it is vital to invest in all its teaching professionals so that they can become great, master teachers. In 2010-2011, the school provided high quality professional development prior to the start of school with a three (3) week Summer Institute and during the school year through 2.5 hours weekly professional development sessions, 8 full day professional development days, and several off-site workshops and conferences to build instructional skills, knowledge and strategies.

4. School Year and Hours of Operation

Achievement Prep's 2010-2011 school year started August 23, 2010, and concluded June 17, 2011. The school hours were from 7:30 AM to 5:00 PM, with early dismissal at 1:30 PM on Wednesdays for professional development. Saturday Academy ran from October 2, 2010, through April 2, 2011, from 9:00 AM to 12:00PM.

C. SCHOOL STAFF

Please also see the Annual Report Data Worksheet.

1. Key Leadership Positions for 2010-2011SY

Founder and Head of School: Shantelle Wright

Director of Academic Achievement: Susan Cannon

Dean of Solutions: Dwayne Williams

Families and Community Coordinator: Danielle Johnson

2. Number of Teachers

In 2010-2011, Achievement Prep had ten (10) teachers.

3. Number of Teacher Aides

Achievement Prep did not have teacher aides in 2010-2011.

4. Average Class Size

In 2010-2011 class sizes at Achievement Prep averaged 16 scholars per classroom. The student to teacher ratio throughout the school was 1:13.

5. Staff Qualifications

90% of all of Achievement Prep teachers met the NCLB requirements for Highly Qualified Teachers. Achievement Prep teachers reflect the diversity of the scholar populations and are experts in the content area they teach.

6. Salary Information

In 2010-2011 teacher salaries ranged from \$49,000 to \$63,000 and reflected the level of education and experience of the staff. The average teacher salary was \$54,800.

There were five school administrators and the salaries ranged from \$55,000 to \$93,000.

D. STUDENT CHARACTERISTICS

Please also see the Annual Report Data Worksheet.

Number of students enrolled, by grade level	4 th grade: 46 5 th grade: 35 6 th grade: 34 7 th grade: 17
Student attrition rate during the 2010-2011 school year	Seven (7) scholars withdrew from Achievement Prep
Student re-enrollment rate	87%
Demographics (Race, Ethnicity, and Gender)	100% African American 56% males 44% female
Percentage of limited- and non-English proficient students	0%
Percentage of students with special education IEPs	11%
Percentage of students qualifying for free or reduced lunch	92%
Average daily membership	89
Average daily attendance	95%
Promotion Rate	97%

E. GOVERNANCE

1. Board of Trustees

At the end of 2010-2011, the Board of Trustees for Achievement Prep was comprised of the following members:

Shanita Burney (MD) (Vice Chair) Manger of After School Programs District of Columbia Public Schools <u>Home address:</u> 4154 Silver Park Terrace Suitland, MD 20746 <u>Committee:</u> Governance (Chair)	La Juan Davis (DC – Parent Rep) Budget Analyst Federal Aviation Administration <u>Home address:</u> 224 17th Place, NE Washington, DC 20002 <u>Committee:</u> Finance
Priam Dutta (DC) Engagement Manager McKinsey & Company <u>Home address:</u> 2125 14th St. NW #204 Washington, DC 20009 <u>Committee:</u> Finance	Valerie Evans (DC) (Chair) Director of Curriculum & Training Education Pioneers <u>Home address:</u> 12 Halley Place SE #303 Washington, DC 20032 <u>Committee:</u> Standing member of all board committees
John Green (DC) Principal MMG Consulting <u>Home Address:</u> 4101 Fordham Road, NW Washington, DC 20016 <u>Committee:</u> finance, development	Brian Jackson (DC Parent Rep) Caterer, Taste the Occasion <u>Home address:</u> 1807 Tobias Drive, SE Washington, DC 20020 <u>Committee:</u> Finance & Development
Kennietha Jones (MD) Director of School Leadership Flamboyant Foundation <u>Home address:</u> 1681 John Landing's Court Upper Marlboro, MD 20775 <u>Committee:</u> Academic Performance and Accountability (chair); Governance	Ellen London (DC) (Secretary) President & CEO DC Children & Youth Investment Trust Corporation <u>Home address:</u> 421 Whitier St. NW Washington, DC 20012 <u>Committee:</u> Development (Chair)

Natasha Marshall (DC) Vice President of Grants Management & Training DC Children and Youth Investment Trust Corporation <u>Home address:</u> 1344 Barnaby Terr., SE Washington, DC 20032 <u>Committee:</u> Development	George William (Bill) Tucker (DC) (Treasurer) Managing Director Education Sector <u>Home address:</u> 4804 45th St. NW Washington, DC 20016 <u>Committee:</u> Finance (Chair)
Shantelle Wright (MD) (ex-officio) Founder & Head of School Achievement Preparatory Academy <u>Home address:</u> 12604 Dunkirk Drive Upper Marlboro, MD 20772 <u>Committee:</u> Standing member of all board committees	

2. Board Training

During 2010-2011, trustees attended several of the workshops and governance trainings sponsored by the DC Public Charter School Board.

F. FINANCE

1. Budget

A copy of the school's approved budget for FY10 is included in this Annual Report.

2. Major Donors and Grantors

Achievement Prep gratefully acknowledges and thanks the following donors and organizations for their support during the 2010-2011 school year:

Whitney Brimfield
Shanita Burney
LaJuan Davis
Michael and Jane Duffy
Charles and Valerie Evans
CityBridge Foundation
John and Michelle Green
Ellen London
John and Susan Cannon
Erin McGrain
Douglas Owen
Melissa Shuffield
Mr. and Mrs. Cecil Talbott

Khadijah Tribble
George and Melissa Tucker
Building Hope
Building Excellent Schools
New Schools Venture Fund
Jim and Teresa Casey
Community Preservation and Development Corporation (CPDC)
DC Office of the State Superintendent
MCN Build
Demetria Tobias
Kenneth and Shantelle Wright
Ursula Wright

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1a. Student Academic Performance Performance Management Framework

Student Achievement

DC CAS

In its third year of operation, Achievement Prep scholars continued to be among the highest performing students in the District of Columbia. On the 2011 DC CAS, Achievement Prep scholars demonstrated 60% proficiency or advanced in reading, and 87% proficiency or advanced in math. 100% of Achievement Prep eighth grade scholars were proficient or advanced in math and 94% were proficient or advanced in reading, demonstrating the long term impact Achievement Prep has on its scholars.

	Achievement Prep 2010 % prof or advcd	Achievement Prep 2011 % prof or adv	District Average 2011	% by which Achievement Prep exceeds District Average
Reading	77.03%	60.00%	43.58%	16.42%
Math	79.73%	87.02%	42.96%	44.06%

Median Growth Percentiles

As measured by the DC Public Charter School Board Performance Management Framework, Achievement Preparatory Academy met 100% of its median growth percentile in both mathematics and reading, receiving the maximum twenty points under each category.

Students with Disabilities

In 2010-2011, Achievement Prep's inclusion program served eleven scholars with eight different types of disabilities. Regular documentation on scholar progress toward mastery of goals on their Individual Educational Plans (IEPs) is made through individual progress notes and data sheets for scholars by service providers. Quarterly reports on progress toward IEP objectives are prepared by the special education team at Achievement Prep and given to the parent or guardian of the scholar at parent/teacher conferences.

1.b Non-Academic Performance

Achievement Prep received a 2010-2011 Compliance Review and a Governance Review. In both reviews, Achievement Prep was found to be in compliance with all required aspects and criteria.

2. Certification

All the authorizations required to operate the school are in full force and effect. *(see attached authorization letter from school Board Chair located in Appendix)*

B. Unique Accomplishments

In 2011, Achievement Preparatory Academy was recognized and honored by New Leaders for New Schools as an **Effective Practice Incentive Community (EPIC) Silver Gain School**. Achievement Prep was one of only eighteen schools in the nation to receive this prestigious honor, and the only school in the District of Columbia to be recognized in 2011. The New Leaders for New Schools EPIC program honors charter schools for accomplishing breakthrough student achievement gains. Teachers and school leaders at Achievement Prep collectively received more than \$30,000 in merit bonuses in exchange for driving monumental academic gains among their scholars between school year 2009 and school year 2010.

In 2011, 18 schools were selected from the 175 charter schools from 23 states and the District of Columbia competing in the EPIC National Charter School Consortium for \$1.8 million in incentive funds. Achievement Prep was the only DC school to be recognized as an EPIC Award winner out of 30 DC public charter schools that participated in the EPIC program.

C. LESSONS LEARNED

1. Issues Encountered in Collecting and Reporting Data on the School's progress on Performance Management Framework

There were no significant issues in collecting and reporting on the school's progress under the Performance Management Framework.

D. REPORTING ACCOUNTABILITY

The Annual Report is valuable for reporting information about Achievement Prep internally to parents, staff and board members and also to any members of the community that may be interested in our school. The school regularly shares all the performance information with all key internal and external stakeholders.

Informing parents on goals and assessments mechanism: Achievement Prep is committed to educating parents and our community about the school's mission and goals. One of Achievement Prep's aims is to have parents feel comfortable understanding and interpreting assessment information. Parents as Partners meetings, monthly newsletters, parent-teacher conferences, and periodic parent workshops are all part of Achievement Prep's strong emphasis in communicating its educational approaches to instruction to parents. Achievement Prep uses assessments to make any improvements to its educational approach and strives to convey this information to parents and community in all the possible channels.

Standardized test data from spring 2011 will be shared with parents in several ways. A letter explaining the performance of Achievement Prep scholars and an explanation of the Adequate Yearly Progress (AYP) designation will be sent at the beginning of the 2011-2012 school year. Aggregate data will be presented to families at Back to School Night, at the beginning of September 2011. This presentation will include basic information about the No Child Left Behind Act in addition to information about the performance of Achievement Prep scholars on the DC-CAS. Individual student scores will be disseminated and small group sessions will be offered where parents can meet with school leaders and discuss their own scholar's performance. The school's NCLB report card will be made available to the public by posting it on a bulletin board and on the school's website.

2010-2011
APPROVED SCHOOL BUDGET

Achievement Preparatory Academy

2010-11 Budget

As of May 19, 2010

	2010-11	Percent of Total Revenue
REVENUE		
01. Per Pupil Charter Payments	\$1,502,387	68%
02. Per Pupil Facilities Allowance	\$427,490	19%
03. Federal Entitlements	\$179,929	8%
04. Other Government Funding/Grants	\$95,767	4%
Total Public Funding	\$2,205,574	99.5%
05. Private Grants and Donations	\$10,000	0.5%
06. Activity Fees	\$0	0.0%
07. Other Income	\$637	0.0%
Total Non-Public Funding	\$10,637	0.5%

TOTAL REVENUES

\$2,216,211

	2010-11	Percent of Total Revenue
ORDINARY EXPENSE		
Personnel Salaries and Benefits		
08. Principal/Executive Salary	\$87,418	3.9%
09. Teachers Salaries	\$589,256	26.6%
10. Teacher Aides/Assistance Salaries	\$0	0.0%
11. Other Education Professionals Salaries	\$293,749	13.3%
12. Business/Operations Salaries	\$0	0.0%
13. Clerical Salaries	\$115,000	5.2%
14. Custodial Salaries	\$0	0.0%
15. Other Staff Salaries	\$0	0.0%
16. Employee Benefits	\$153,011	6.9%
17. Contracted Staff	\$0	0.0%
18. Staff Development Expense	\$10,063	0.5%

Subtotal: Personnel Expense

\$1,248,497

56.3%

Direct Student Expense

19. Textbooks	\$8,250	0.4%
20. Student Supplies and Materials	\$30,516	1.4%
21. Library and Media Center Materials	\$3,500	0.2%
22. Student Assessment Materials	\$31,000	1.4%
23. Contracted Student Services	\$71,300	3.2%
24. Miscellaneous Student Expense	\$42,625	1.9%

Subtotal: Direct Student Expense

\$187,191

8.4%

Occupancy Expenses

25. Rent	\$347,200	15.7%
26. Building Maintenance and Repairs	\$0	0.0%
27. Utilities	\$0	0.0%
28. Janitorial Supplies	\$0	0.0%
29. Contracted Building Services	\$0	0.0%

	2010-11	Percent of Total Revenue
ORDINARY EXPENSE		
Subtotal: Occupancy Expenses	\$347,200	15.7%
Office Expenses		
30. Office Supplies and Materials	\$6,200	0.3%
31. Office Equipment Rental and Maintenance	\$32,388	1.5%
32. Telephone/Telecommunications	\$9,264	0.4%
33. Legal, Accounting and Payroll Services	\$82,329	3.7%
34. Printing and Copying	\$3,100	0.1%
35. Postage and Shipping	\$1,550	0.1%
36. Other Office Expense	\$5,425	0.2%
Subtotal: Office Expenses	\$140,256	6.3%
General Expenses		
37. Insurance	\$13,800	0.6%
38. Transportation	\$3,000	0.1%
39. Food Service	\$123,629	5.6%
40. Administration Fee (to PCSB)	\$9,649	0.4%
41. Management Fee	\$0	0.0%
42. Other General Expense	\$9,975	0.5%
Subtotal: General Expenses	\$160,053	7.2%
TOTAL ORDINARY EXPENSES	\$2,083,198	94.0%
NET ORDINARY INCOME	\$133,013	6.0%
43. Depreciation Expense	\$38,889	1.8%
44. Interest Expense	\$0	0.0%
NET INCOME	\$94,124	4.2%
CAPITAL BUDGET		
Computers and Materials	\$11,600	0.5%
Classroom Furnishings and Supplies	\$8,400	0.4%
Office Furnishings and Equipment	\$2,500	0.1%
Renovation/Leasehold Improvements	\$0	0.0%
TOTAL CAPITAL BUDGET	\$22,500	1.0%
ASSUMPTIONS		
Student Enrollment	155	

ANNUAL REPORT
DATA WORKSHEETS

Mission Statement
1. Enter your Campus/LEA's Mission Statement in the space provided below.
Achievement Prep prepares students in grades 4 through 8 to excel as high-achieving scholars and leaders in high school, college and beyond.
School Contact Information
2. Please choose your Campus/LEA's School Name. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).
Achievement Preparatory Academy PCS
3. Was your organization accredited in the 2010-2011 school Year? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.
No
4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.
Name Shantelle Wright
Title Founder and Head of School
School Street Address 908 Wahler Place, SE 2nd and 3rd floors
School Zip 20032
School Ward 8
Direct Phone Number 202-562-1214
Email

swright@aprepacademy.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-11 school year.

4

6. Please select the highest grade level served by your Campus/LEA in the 2010-11 school year .

7

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as 8:05 AM (See Definitions)

7:30

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See Definitions)

5:00

9. Enter any additional comments regarding Start time/End time for Regular School Day.

None

10. Please enter the Start and End Dates for the 2010-11 School Year.

Start Date

August 23, 2010

End Date

June 17, 2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

No

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below. Average Class Size:

Calculate using core subjects only-do not include specials. Student: Teacher Ratio: Calculate by using the total reported students divided by the number Full-Time Education classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to # of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.

Average Class Size:

16

Student/Teacher Ratio: 13 to 1
Student Attrition and Grade Advancement
13. For the 2010-2011 school year, please provide the total number of students falling into each category listed below. (Suspension counts should reference the total number of incidents. For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension.)
Transferring out/Withdrawals 7
Short Term Out of School Suspensions 53
Long Term Out of School Suspensions 0
Expulsions 1
of Dropouts 0
Retained at grade level 4
Staff Demographics
14. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.
of Directors 1
with Bachelors 1
with Masters 1
Degree in Field of Expertise 0

# Licensed in Field of Expertise	0
# Meeting NCLB Requirements	N/A
% Meeting NCLB Requirements	N/A
15. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.	
# of Principals	1
# with Bachelors	1
# with Masters	1
# Degree in Field of Expertise	1
# Licensed in Field of Expertise	1
# Meeting NCLB Requirements	1
% Meeting NCLB Requirements	100%
16. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.	
17. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.	
# of Classroom Teachers	10
# with Bachelors	10
# with Masters	

7	
# Degree in Field of Expertise	9
# Licensed in Field of Expertise	4
# Meeting NCLB Requirements	9
% Meeting NCLB Requirements	90%
18. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.	
19. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.	
20. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below.	
# of SPED Teachers	1
# with Bachelors	1
# with Masters	1
# Degree in Field of Expertise	1
# Licensed in Field of Expertise	1
# Meeting NCLB Requirements	1
% Meeting NCLB Requirements	100%
21. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below.	

Deployment Type: Web

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22. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below.
23. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below.
24. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below.
25. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below.
26. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below.
27. Please complete the following entries regarding the total number of TITLE I EDUCATIONAL AIDES that fall within the categories listed below.
28. Are you a single-campus LEA or a central office? Yes
29. Please complete the following entries regarding staffing statistics listed below.
Staff Attrition Rate 20%
Number of Teachers 10
Salary Range for Teachers \$49,000 - \$63,000
Average Teacher Salary \$54,800
Number of School Administrators 5
Salary Range for School Administrators \$55,000 - \$93,000
Average School Administrator Salary \$74,000
Number of Central Office Administrators N/A
Salary Range for Central Office Administrators

N/A	
Average Central Office Administrator Salary	N/A
Number of School Support Staff	4
Salary Range for School Support Staff	\$35,000 - \$55,000
Average School Support Staff Salary	\$45,600
30. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager. * #31. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns (Complaints). These issues and concerns include questions and at times, complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.	
Board Chair Name	Valerie Evans
Board Chair Title	Board Chair
Board Chair Email	vevans@aprepacademy.org
Board Chair Phone	202-288-8397
Board Chair Mailing Address	12 Halley Place, SE, #303
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20032

Exec. Director Name Shantelle Wright	
Exec. Director Title Founder and Head of School	
Exec. Director Email swright@aprepacademy.org	
Exec. Director Phone 202-562-1214 ext 114	
Exec. Director Mailing Address 908 Wahler Place, SE	
Exec. Director Mailing City, State Washington, DC	
Exec. Director Mailing Zip 20032	
Principal Name Susan Cannon	
Principal Title Director of Academic Achievement	
Principal Email scannon@aprepacademy.org	
Principal Phone 202-562-1214 ext 102	
Asst. Principal Name N/A	
Asst. Principal Title N/A	
Asst. Principal Email N/A	

Asst. Principal Phone	N/A
Business Manager Name	Dan Theisen
Business Manager Title	Accountant
Business Manager Email	dan@edops.com
Business Manager Phone	202-352-7878
Business Manager Mailing Address	910 17th Street, NW, Ste 1110
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20006
Complaint Staff Member Name	Shantelle Wright
Complaint Staff Member Title	Founder and Head of School
Complaint Staff Member Phone	202-562-1214 ext 114
Complaint Staff Member Email	swright@apreacademy.org
Complaint Board Member Name	Valerie Evans
Complaint Board Member Title	Board Chair

Deployment Type: Web

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Complaint Board Member Phone 202-288-8397
Complaint Board Member Email vevans@aprepacademy.org

APPENDIX



ACHIEVEMENT PREPARATORY
ACADEMY

Building a Foundation to Leave a Legacy

September 9, 2011

To: DC Public Charter School Board

This letter is being submitted on behalf of Achievement Preparatory Academy to certify that all authorizations required to operate the school are in full force and effect. Achievement Preparatory Academy is in full compliance with all requirements set out by the DC Public Charter School Board and the District of Columbia.

Sincerely,

Valerie Evans
Achievement Prep Board Chair

Appendix F

ACHIEVEMENT PREPARATORY ACADEMY



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL
Building a Foundation to Leave a Legacy

908 Wahler Place, SE
Washington, DC 20032
Tel: (202) 562-1214
Fax: (202) 562-1219
www.aprepacademy.org

2011-2012
ANNUAL REPORT

Board Chair: John Green

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Board of Trustees **and** **School Leadership**

Name	Position
Susan Cannon	School leader: Chief Academic Officer
Patricia Carocci	Board of Trustee
Priam Dutta	Board Trustee
Valerie Evans	Board Vice-Chair/Trustee
John Green	Board Chair/Trustee
Tanya Griffith	School Leader Operations Manager
Natahsa Harrison	Board Trustee/Secretary
Danielle Johnson	School Leader Families and Community Coordinator
Kennietha Jones	Board Trustee
Joshua Kern	Board Trustee
Kamili Kiros	Board Trustee/Parent Rep
Jim LaTorre	Board Trustee
Iesha Lee	Board Trustee/Parent Rep
Ellen London	Board Trustee
Korey Morris	School Leader High School Placement Coordinator
Takiyah Palmer	School Leader Scholar Support Coordinator
Carmen Player	School leader Dean of Solutions
Timothy Tillman	Board Trustee
George William Tucker (DC)	Board Trustee/Treasurer
Shantelle Wright	School leader: Founder and Head of School Ex-officio Board Trustee

Achievement Prep Teachers for 2011-2012 SY

Teacher

Content Area

4th grade:

Elizabeth Weston
Laura Saenger
Carmen Player
Jhatia McKnight

Reading/Writing
Math
History
Science

5th grade:

Peter Anderson
Justine Sinprasith
Jodi Arellano
Janice Lewis
Stephanie Fong
Jacklyn Hanley

Reading/Writing
Reading/Writing
Math
Math
History
Science

6th grade

Ambyr Kinne
Capree Bell
Michael Rabin
Jhatia McKnight

Reading/Writing
Math
History
Science

7th & 8th grade

Lacey Thornton
John Autin
Jaya Das
Kristene Len
Michael Rabin

English/Writing
Pre-Algebra/Algebra
History
Science
Spanish

Special Education:

Kenneth Smith
Takiyah Palmer

SCHOOL DESCRIPTION

A. Mission Statement

The mission of Achievement Preparatory Academy (“Achievement Prep”) is to prepare students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond. The mission is supported by the following beliefs upon which Achievement Prep is built:

Achievement Prep believes that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education.
- Closing the achievement gap in education is the “good fight” all schools must fight – and win.
- When provided with a highly structured, disciplined and supportive learning environment, and with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality-learning environment.
- Its most important partnership is the partnership with its parents.

B. School Program

1. Grade and age level served

In 2011-2012, Achievement Prep served 202 scholars in grades four through eight. The school graduated its first class of 8th grade scholars this year. These scholars have gone on to attend great college prep high school such as Gonzaga College Prep High School; School Without Walls; Benjamin Banneker High School; Archbishop Carroll High School; McKinley Tech High School; and Thurgood Marshall Public Charter High School.

2. Curriculum Design and Instructional Approach

Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college and beyond through a rigorous college-preparatory curriculum focused on the core academic areas of reading, writing, math, science and social studies/history. In order to fulfill its mission and ensure that Achievement Prep Scholars are fully equipped to compete academically with peers from the most rigorous college-preparatory programs in the nation, Achievement Prep has developed rigorous learning standards and chosen curricular materials that support scholars’ success in these standards.

Learning Standards

The D.C. Standards provide the framework for Achievement Prep’s content standards. Achievement Prep staff work strategically and relentlessly so that scholars master all of D.C.’s clear and rigorous academic standards. Where necessary to ensure scholars are fully prepared for demanding college-preparatory and local magnet high schools, Achievement Prep strengthens its curricula further, exceeding the D.C. standards in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills.

Curricula

Achievement Prep's academic program rests upon a rigorous standards-based curriculum focused on English language arts, mathematics, science and social studies/history, and is designed to dramatically accelerate the learning of its scholars. To supplement its internally created, standards-based curricula, Achievement Prep uses curricula resources that have proven success in other excellent schools serving a similar population of students. All of the curricula resources are suitable for scholars with special needs, who are more advanced, or who are designated as English language learners. A strong component of each curriculum chosen is that it supports teachers as they differentiate instruction.

English Language Arts

Achievement Prep scholars currently take double periods of English language arts instruction daily. Achievement Prep's overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

Achievement Prep's English language arts classes currently incorporate materials from the Spellwell program. The materials address critical phonemic issues that many of Achievement Prep scholars face. Materials in this program include grade-appropriate words that follow a particular spelling rule or pattern. Sight words frequently used in writing are also included. In addition, each lesson allows space for words from scholars' classroom reading or writing.

Achievement Prep wants to ensure that each scholar is afforded the opportunity to build or rebuild the phonetic foundation on which all future learning depends - particularly as scholars move from sight recognition and familiar vocabulary to more complex words and types of words.

Achievement Prep uses flexibility grouping to differentiate instruction so that Achievement Prep meets the needs of those scholars who require phonics and phonemic awareness, and accelerate the instruction for those scholars who are higher skilled and do not require such remediation.

Fluency

In order to ensure that all Achievement Prep readers are fluent, Achievement Prep tested all scholars on fluency upon entry and prior to the start of the school year. For those scholars who demonstrated the need for fluency practice Achievement Prep is using the Corrective Reading program. Written for scholars who have difficulty reading accurately and fluently, the Corrective Reading program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate fluency and decoding. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows scholars to monitor their own improvement and experience success.

Vocabulary

Achievement Prep's mission of preparing children in grades 4-8 to become high achieving scholars and leaders in high school, college and beyond requires intense attention be paid to vocabulary development. In order to combat the 4th grade slump, English language arts classes at Achievement Prep use the systematic approach to vocabulary development that is presented through the Wordly Wise 3000 vocabulary materials.

In addition to the utilization of the Wordly Wise vocabulary materials, Achievement Prep adheres to the philosophy that vocabulary is best built through independent reading. Fifteen minutes of every day is dedicated to "Drop Everything and Read" (DEAR). In addition, all scholars are expected and required to carry their independent reading book throughout the school day, and keep it at their desks

in all classes. Scholars are also required to read their independent reading books for at least 20 minutes per night as part of their homework and complete a reading log documenting his/her reading for the evening.

Comprehension

As scholars become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis. Achievement Prep used the Making Connections and Wilson Reading programs to increase reading comprehension and analytical skills. In addition, scholars who are struggling with comprehension receive additional small group instruction geared at helping them to decipher text and increase comprehension.

Writing

In addition to the five key components of strong reading instruction, Achievement Prep offers a rigorous writing curriculum that is designed to have scholars produce writing with excellent organization, elaboration, and flow in multiple genres. Achievement Prep has created its own internal writing standards that are rigorous and meant to ensure mastery and clarity of written expression. Because the best way to improve one's writing is by writing, scholars write every day in class and at home. Scholars are learning step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

Social Studies/History

Achievement Prep's goal is to instill in scholars the historical skills and knowledge necessary for them to become lifelong students of history. The social studies/history curriculum is presented in a way that is engaging and challenging. Teachers expect scholars to master the key concepts and vocabulary, and also teach scholars to analyze primary sources, debate different points of view, and make cause-and-effect connections. Achievement Prep's social studies curriculum makes explicit connections to reading instruction skills taught in other subjects. Social studies class is a fast-paced, multi-modal class in which scholars hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. The TimeLinks curriculum provides readable, accessible content that aligns with state standards and easy-to-use multiple resources such as leveled readers to meet the needs of all learners in the classroom.

Mathematics

Achievement Prep scholars have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many scholars lack and infuses new concepts and skills. Problem solving teaches scholars how to apply this procedural knowledge to complex, multi-step problems—often with “real world” significance. The distinction between procedures and problem solving is clear - one provides the concepts and skills while the other provides problem-solving applications. Achievement Prep seventh grade scholars take pre-algebra, and all 8th graders take Algebra I.

Science

The goal of Achievement Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out science investigations. Achievement Prep's science curriculum provides a rigorous scientific background. The science course tackles science related text, while also exposing the scholars to hands-on experiments to increase their engagement and understanding of the

subject. A large emphasis is placed on the learning strategy of questioning throughout the science course and scholars are encouraged to complete research and build models to gain a deeper understanding of the concepts addressed in the course.

Inclusive and Suitable Curriculum for All Scholars

Achievement Prep's curriculum was developed to ensure that every scholar, regardless of learning style, level of proficiency, English language learner or special education status, can participate fully and thrive academically. Achievement Prep selected curricula resources that can be extended and adapted for use with scholars who need intense remediation, English language learners, scholars with disabilities, and more advanced scholars. Achievement Prep's schedule of frequent assessments helps to identify those scholars who have achieved mastery and require more challenging work, as well as those scholars who are struggling with a skill/content area and need additional support or an alternate way to master a skill/content area. Achievement Prep's use of flexible ability grouping allows appropriate curricular adjustment by teachers to meet scholars' needs. Achievement Prep is working to ensure that all of its scholars, regardless of their learning needs, are prepared to achieve academic success.

3. Key Mission-Related Programs

Be the Dream – Character and Leadership Program

Integral to Achievement Prep's mission is the notion set forth by Dr. Martin Luther King, Jr. - "strong mind and tender heart" - the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. An emphasis on Achievement Prep's **DREAM** (Determination, Respect, Enthusiasm, Accountability and Mastery) *values* is integrated into the academic courses and throughout the school culture. The goal is for Achievement Prep scholars to not merely do "well," but also to do "good."

Extended School Day and School Year

All Achievement Prep scholars participate in an extended year and school day program. Scholars attended school for 196 days in the academic year. This is longer than the traditional school year of 180 days in DC Public Schools. An extended school year allows additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. In addition to the 196 days of instruction, Achievement Prep also required certain students (approximately 45% of Achievement Prep student body) to attend Saturday Academy an additional 20 Saturdays out of the year from 9:00 – 12:00 pm. The focus of Saturday Academy was targeted math and reading instruction and support.

In addition to a longer academic year, Achievement Prep scholars have a longer academic day. Scholars attended school from 7:30 AM to 5:00 PM. Achievement Prep scholars are provided with two hours more of instructional time each day than the traditional public schools. The extended academic day allows more in depth and rigorous instruction time in core academic subjects. Built into the academic day schedule are opportunities for targeted student support and enrichment activities.

Other Key Program Features

- *Strong school culture.* A strong school culture is conducive to high student achievement. Achievement Prep works strategically and relentlessly to create a culture of high achievement and celebration. Achievement Prep has established a positive, caring, tough love atmosphere where scholars feel safe and successful socially, emotionally and academically. Through programs such as the DREAM Dollars (weekly scholar paychecks of imaginary funds), Preppie and Proud (Achievement Prep's weekly community celebration), daily Community Close Outs,

and Morning Meetings, Achievement Prep has created an environment where scholars and staff alike embrace the concept of team and family and celebrating and rewarding appropriate behaviors.

- *Professional Development.* At Achievement Prep, we believe that teaching matters – greatly. Since primarily two factors drive student achievement – what is taught and how it is taught – Achievement Prep believes that it is vital to invest in all its teaching professionals so that they can become great, master teachers. In 2010-2011, the school provided high quality professional development prior to the start of school with a three (3) week Summer Institute and during the school year through 2.5 hours weekly professional development sessions, 8 full day professional development days, and several off-site workshops and conferences to build instructional skills, knowledge and strategies.

4. Parental Involvement at Achievement Prep – Parents as Partners

Achievement Prep believes that it has a responsibility to empower parents to have a voice in their child's education. Achievement Prep believes that when families become involved, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. Achievement Prep views parents as partners – believing that students attain more educational success when schools and families work together to motivate, socialize, and educate students. Families are asked to sign the Achievement Prep Covenant each year that includes an agreement asking families to, among other things, 1) create an environment at home that is conducive to completing homework nightly, 2) communicate with teachers and staff regularly, 3) attend parent teacher conferences and other school sponsored family events, 4) ensure their scholar attends school regularly and promptly.

Achievement Prep sponsors a monthly Family Night on the fourth Thursday of every month, where we welcome families into the school for food, activities and community building. We also do not send or mail report cards home. Families are required to come into the school and meet with teachers at least four times per year to discuss their child's academic progress. We use these conferences as opportunities to build support and to strengthen the partnership between family and school.

Last school year, 95% of families participated in at least three school sponsored events, including, parent/teacher conferences, back to school night, family events or volunteer opportunities.

C. SCHOOL STAFF

Please also see the Annual Report Data Worksheet.

1. Key Leadership Positions for 2011-2012SY

Founder and Head of School: Shantelle Wright

Chief Academic Officer: Susan Cannon

Operations Manager: Tanya Griffith

Dean of Solutions: Dwayne Williams

Scholar Support Coordinator: Takiyah Palmer

Families and Community Coordinator: Danielle Johnson

High School Placement Coordinator: Korey Morris

2. Number of Teachers

In 2011-2012, Achievement Prep had nineteen (19) teachers.

3. Number of Teacher Aides

Achievement Prep had one instructional support teacher in 2011-2012.

4. Average Class Size

In 2011-2012 class sizes at Achievement Prep averaged 21 scholars per classroom. The student to teacher ratio throughout the school was 1:10.

5. Staff Qualifications

100% of all of Achievement Prep teachers met the NCLB requirements for Highly Qualified Teachers. Achievement Prep teachers reflect the diversity of the scholar populations and are experts in the content area they teach.

6. Staff Attrition

Achievement Prep had a staff attrition rate of 21%, with four (4) of the nineteen teachers leaving the school during or after the 2011-2012 SY either because they left voluntarily or were not invited back for the 2012-2013SY.

7. Salary Information

In 2011-2012 teacher salaries ranged from \$49,000 to \$71,150 and reflected the level of education and experience of the staff. The average teacher salary was \$60,073.

There were seven school administrators and the salaries ranged from \$60,000 to \$102,418. The average administrator salary was \$81,209.

D. STUDENT CHARACTERISTICS

Please also see the Annual Report Data Worksheet.

Number of students enrolled, by grade level	4 th grade: 48 5 th grade: 72 6 th grade: 47 7 th grade: 24 8 th grade: 11
Student attrition rate during the 2011-2012 school year	Seven (7) scholars withdrew from Achievement Prep
Student re-enrollment rate	86.29%
Demographics (Race, Ethnicity, and Gender)	100% African American 52% males 48% female
Percentage of limited- and non-English proficient students	0%
Percentage of students with special education IEPs	13%
Percentage of students qualifying for free or reduced lunch	90%
Average daily attendance	97%
In-seat attendance rate	95.2%
# of students suspended 10 days or more	0
# of students expelled	1
# of students withdrawing mid year	7 or 3%

E. FINANCE

1. Audited year end financials

A copy of the school's audited financials for fiscal year 2011-2012 are included as attachments to this Annual Report.

2. Budget

A copy of the school's approved budget for fiscal year 2011-2012 is included as an attachment to this Annual Report.

2. Major Donors and Grantors

Achievement Prep gratefully acknowledges and thanks the following donors and organizations for their support during the 2011-2012 school year: with the generous gifts of \$500 or more, in-kind or direct:

Elizabeth Wilson

James LaTorre

Patricia Carroci

Michael and Jane Duffy

Charles and Valerie Evans

CityBridge Foundation

Douglas Green

John and Michelle Green

Ellen London

Lisa Clavel

Priam Dutta

Kenniethia Jones

Melissa Shuffield

Kate Lewis-LaMonica

Jonathan Extein

Bill and Melinda Gates Foundation

George and Melissa Tucker

Building Hope

Building Excellent Schools

New Schools Venture Fund

John Burke

*Community Preservation and Development
Corporation (CPDC)*

*DC Office of the State Superintendent of
Education*

MCN Build

Timothy Tillman

Kenneth and Shantelle Wright

Ursula Wright

F. FACILITIES

Achievement Prep is located at 908 Wahler Place, SE, in a former DCPS building. For the 2011-12SY Achievement Prep was co-located in the building with another charter school. We had 12 total classrooms and shared common spaces of the cafeteria and auditorium.

SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

Student Achievement

DC CAS

In its fourth year of operation, Achievement Prep scholars continued to be among the highest performing students in the District of Columbia. On the 2012 DC CAS, Achievement Prep scholars demonstrated 69% proficiency or advanced in reading (a 9% point increase from 2011), and 86% proficiency or advanced in math.

100% of Achievement Prep's seventh and eighth grade scholars were proficient or advanced in math, and 87% and 91%, respectively, were proficient or advanced in reading, demonstrating the long term impact Achievement Prep has on its scholars.

	Achievement Prep 2011 % prof or advcd	Achievement Prep 2012 % prof or adv	District Average 2012	% by which Achievement Prep exceeds District Average
Reading	60.00%	69%	49%	20%
Math	87.02%	86%	46%	40%

Median Growth Percentiles

As measured by the DC Public Charter School Board Performance Management Framework, Achievement Preparatory Academy met 100% of its median growth percentile in both mathematics and reading, receiving the maximum twenty points under each category and ranking Achievement Prep as a Tier 1 public charter school.

Students with Disabilities

In 2011-2012, Achievement Prep's inclusion program served twenty-seven scholars with eight different types of disabilities. Regular documentation on scholar progress toward mastery of goals on their Individual Educational Plans (IEPs) is made through individual progress notes and data sheets for scholars by service providers. Quarterly reports on progress toward IEP objectives are prepared by the special education team at Achievement Prep and given to the parent or guardian of the scholar at parent/teacher conferences.

B. Unique Accomplishments

In 2011, Achievement Preparatory Academy was recognized and honored by the DC Public Charter School Board as a Tier 1 Public Charter School. Achievement Prep was also noted as one of only 14 Reward Schools by the Office of the State Superintendent of Education.

2011-2012
APPROVED SCHOOL BUDGET

Achievement Preparatory Academy
2011-12 Budget
As of May 10, 2011

	2011-12	Percent of Total Revenue
REVENUE		
01. Per Pupil Charter Payments	\$2,440,052	67%
02. Per Pupil Facilities Allowance	\$632,800	17%
03. Federal Entitlements	\$242,319	7%
04. Other Government Funding/Grants	\$180,329	5%
Total Public Funding	\$3,495,499	95.4%
05. Private Grants and Donations	\$167,000	4.6%
06. Activity Fees	\$0	0.0%
07. Other Income	\$471	0.0%
Total Non-Public Funding	\$167,471	4.6%
TOTAL REVENUES	\$3,662,971	

	2011-12	Percent of Total Revenue
ORDINARY EXPENSE		
<i>Personnel Salaries and Benefits</i>		
08. Principal/Executive Salary	\$195,418	2.8%
09. Teachers Salaries	\$1,000,674	27.3%
10. Teacher Aides/Assistance Salaries	\$32,813	0.9%
11. Other Education Professionals Salaries	\$379,295	12.9%
12. Business/Operations Salaries	\$95,000	2.6%
13. Clerical Salaries	\$112,000	3.1%
14. Custodial Salaries	\$0	0.0%
15. Other Staff Salaries	\$35,000	1.0%
16. Employee Benefits	\$334,158	9.1%
17. Contracted Staff	\$30,500	0.8%
18. Staff Development Expense	\$56,500	1.5%
Subtotal: Personnel Expense	\$2,271,355	62.0%

<i>Direct Student Expense</i>		
19. Textbooks	\$35,912	1.0%
20. Student Supplies and Materials	\$23,700	0.6%
20. Summer School Supplies	\$3,375	0.1%
20. Uniforms	\$7,070	0.2%
20. Student Incentives	\$11,800	0.3%
21. Library and Media Center Materials	\$5,900	0.2%
22. Student Assessment Materials	\$25,000	0.7%
23. Special Education Contracted Services	\$47,200	1.3%
23. After School Program Services	\$29,500	0.8%
23. Saturday Academy Services	\$19,600	0.5%
24. Student Recruiting	\$25,250	0.7%
24. Field Trips/Student Activities	\$23,600	0.6%
24. Family & School Events	\$11,800	0.3%
24. Student Information System	\$3,540	0.1%
24. Miscellaneous Student Expense	\$5,900	0.2%
Subtotal: Direct Student Expense	\$279,147	7.6%

<i>Occupancy Expenses</i>		
25. Rent	\$594,720	16.2%
26. Building Maintenance and Repairs	\$0	0.0%
27. Utilities	\$0	0.0%
28. Janitorial Supplies	\$0	0.0%
29. Contracted Building Services	\$0	0.0%

	2011-12	Percent of Total Revenue
ORDINARY EXPENSE		
Subtotal: Occupancy Expenses	\$594,720	16.2%
Office Expenses		
30. Office Supplies and Materials	\$4,720	0.1%
31. Office Equipment Rental and Maintenance	\$26,227	0.7%
32. Telephone/Telecommunications	\$11,100	0.3%
33. Legal, Accounting and Payroll Services	\$87,280	2.4%
34. Printing and Copying	\$0	0.0%
35. Postage and Shipping	\$2,360	0.1%
36. Other Office Expense	\$5,900	0.2%
Subtotal: Office Expenses	\$137,587	3.8%
General Expenses		
37. Insurance	\$13,100	0.4%
38. Travel	\$5,000	0.1%
39. Food Service	\$197,810	5.4%
40. Administration Fee (to PCSB)	\$14,861	0.4%
41. Management Fee	\$0	0.0%
42. Other General Expense	\$13,510	0.4%
Subtotal: General Expenses	\$244,281	6.7%
TOTAL ORDINARY EXPENSES	\$3,527,090	98.3%
NET ORDINARY INCOME	\$135,680	3.7%
43. Depreciation Expense	\$17,277	0.5%
44. Interest Expense	\$0	0.0%
NET INCOME	\$118,603	3.2%
CAPITAL BUDGET		
Computers and Materials	\$32,400	0.9%
Classroom Furnishings and Supplies	\$38,520	1.1%
Office Furnishings and Equipment	\$6,000	0.2%
Renovation/Leasehold Improvements	\$0	0.0%
TOTAL CAPITAL BUDGET	\$76,920	2.1%
ASSUMPTIONS		
Student Enrollment	236	

FY 2011-12 Audited Financial Statements

**ACHIEVEMENT PREPARATORY
ACADEMY**

**FINANCIAL STATEMENTS AND
AUDITORS' REPORT**

JUNE 30, 2012 AND 2011

ACHIEVEMENT PREPARATORY ACADEMY
FINANCIAL STATEMENTS
June 30, 2012 and 2011

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McQuade.Brennan.LLP

Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
Suite 800
Washington, DC 20036

The Board of Trustees
Achievement Preparatory Academy

Independent Auditors' Report

We have audited the accompanying statements of financial position of Achievement Preparatory Academy (School) as of June 30, 2012 and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the management of the School. Our responsibility is to express an opinion on the financial statements based on our audit. The prior year summarized comparative information has been derived from the financial statements of Achievement Preparatory Academy as of June 30, 2011 which were audited by Stanfield & Phillips, LLC, who merged with McQuade Brennan, LLP as of January 1, 2012, and whose report dated October 10, 2011 expressed an unqualified opinion.

We conducted our audit in accordance with U.S. generally accepted auditing standards and the *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Achievement Preparatory Academy as of June 30, 2012 and the changes in net assets and its cash flows for the year then ended, in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated August 21, 2012 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

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www.mcquadebrennan.com

Member, Enterprise Worldwide

An International Association of Accountants and Advisors

Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedule of functional expenses on page 11 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

A handwritten signature in black ink, reading "McBride Berman LLP". The signature is written in a cursive, flowing style.

Washington, DC
August 21, 2012

**ACHIEVEMENT PREPARATORY ACADEMY
STATEMENTS OF FINANCIAL POSITION**

<i>June 30,</i>	2012	2011
CURRENT ASSETS		
Cash and cash equivalents	\$ 483,365	\$ 337,677
Accounts receivable	121,020	44,044
Prepaid expenses	22,567	39,677
TOTAL CURRENT ASSETS	626,952	421,398
PROPERTY AND EQUIPMENT, NET	134,135	122,190
OTHER ASSETS		
Security deposits	5,000	5,000
TOTAL ASSETS	\$ 766,087	\$ 548,588
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 47,685	\$ 37,369
Deferred revenue	115,568	46,292
TOTAL CURRENT LIABILITIES	163,253	83,661
NET ASSETS		
Unrestricted	602,834	464,927
TOTAL LIABILITIES AND NET ASSETS	\$ 766,087	\$ 548,588

See Independent Auditors' Report and Accompanying Notes

**ACHIEVEMENT PREPARATORY ACADEMY
STATEMENTS OF ACTIVITIES**

<i>For the Years Ended June 30,</i>	2012	2011
REVENUE AND OTHER SUPPORT		
Per pupil appropriations	\$ 2,747,474	\$ 1,743,219
Federal entitlements and grants	279,201	193,467
Other grants and contributions	256,163	342,076
Other income	9,285	1,629
TOTAL REVENUE AND OTHER SUPPORT	3,292,123	2,280,391
EXPENSES		
Program Services	2,691,246	1,680,631
Management and general	455,280	392,860
Fundraising	7,690	2,750
TOTAL EXPENSES	3,154,216	2,076,241
CHANGE IN NET ASSETS	137,907	204,150
NET ASSETS, BEGINNING OF YEAR	464,927	260,777
NET ASSETS, END OF YEAR	\$ 602,834	\$ 464,927

See Independent Auditors' Report and Accompanying Notes

**ACHIEVEMENT PREPARATORY ACADEMY
STATEMENTS OF CASH FLOWS**

<i>For the Years Ended June 30,</i>	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 137,907	\$ 204,150
Depreciation	67,746	62,132
(Increase) decrease in assets		
Grants and accounts receivable	(76,976)	17,718
Prepaid expenses	17,110	(38,670)
Increase (decrease) in liabilities		
Accounts payable and accrued expenses	10,316	(3,038)
Deferred revenue	69,276	(37,057)
NET CASH PROVIDED BY OPERATING ACTIVITIES	225,379	205,235
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of fixed assets	(79,691)	(28,562)
NET CASH FROM INVESTING ACTIVITIES	(79,691)	(28,562)
NET INCREASE IN CASH AND CASH EQUIVALENTS	145,688	176,673
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	337,677	161,004
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 483,365	\$ 337,677

See Independent Auditor's Report and Accompanying Notes

**ACHIEVEMENT PREPARATORY ACADEMY
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011**

NOTE A - ORGANIZATION AND PURPOSE

Organization The Achievement Preparatory Academy (School) was incorporated in January 2007 as a college preparatory public charter school located in Washington, DC. The School's mission is to prepare students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond.

Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic success. According to the national Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."

Although a student's reading competency develops throughout his/her school years, a critical period in reading development occurs between third and fifth grades. An emergence of comprehension difficulties seen at the midpoint of this period is sometimes referred to as the fourth grade slump. Some students may read adequately from kindergarten through third grade but begin to show severe signs of reading difficulty when they reach fourth grade.

The School's program is intentionally and strategically designed to combat the fourth-grade slump by beginning enrollment at this critical educational stage, providing students with a rigorous academic program focused on literacy intervention, remediation and acceleration. A fourth grade start allows the School to strengthen academic weaknesses early in the development of students and ensure a successful transition from the "learning to read" stage to the "reading to learn" stage at fourth grade by maintaining a relentless focus on developing literacy skills.

As a DC public charter school, the School has a guaranteed funding stream from the District of Columbia (uniform per student funding) and the U.S. federal government (federal formula grants for education and other programs) provided it meets compliance requirements. A DC public charter school is considered a Local Educational Agency (LEA) under federal education programs. As a DC public charter school, the School enjoys significant freedom from the budget and operational restrictions placed on traditional public schools, allowing it to create a unique educational mission and approach.

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

See Independent Auditors' Report

ACHIEVEMENT PREPARATORY ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (Continued)
JUNE 30, 2012 AND 2011

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Deferred Revenues	Deferred revenues result from per pupil appropriations income awarded in the current fiscal year and deferred until the next fiscal year in which the work is performed.
Basis of Presentation	The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not.
Restricted and Unrestricted Revenue	Contributions received are recorded as increases in unrestricted, temporarily restricted or permanently restricted net assets, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions. When restrictions are met within the same year as restricted funds are received, they are classified as unrestricted revenue.
Grants	Grant revenues are received from the federal and District of Columbia governments. The grants are subject to audit by the grantor agencies. Such audits could result in a request for reimbursement by the agency for expenditures disallowed under the terms and conditions of the appropriate grantor. No provision for possible adjustment has been made in the accompanying financial statements because, in the opinion of management, such adjustment, if any, would not have a material effect on the financial statements.
Use of Estimates	The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.
Income Taxes	The School is exempt from federal income taxes on related income under Section 501(c)(3) of the Internal Revenue Code and has not been classified as a private foundation by the IRS. The School adopted the provisions of FASB ASC 740, Accounting for Uncertainty in Income Taxes, which requires that a tax position be recognized on a 'more-likely-than-not' threshold. This applies to positions taken or expected to be taken in a tax return. The implementation of FASB ASC 740 had no impact on the School's audited financial statements. The School does not believe their financial statements include (or reflect) any uncertain tax positions.

See Independent Auditors' Report

**ACHIEVEMENT PREPARATORY ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (Continued)
JUNE 30, 2012 AND 2011**

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Functional Expenses	The costs of providing the School's various programs and supporting services have been summarized on a functional basis in the accompanying Statement of Activities. Accordingly, certain costs have been allocated among the programs, fundraising and supporting services benefited.
Property and Equipment	Purchases of property and equipment over \$1,000 are capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Property and equipment are depreciated using the straight-line method over estimated useful lives of the underlying assets.

NOTE C- CASH AND CASH EQUIVALENTS

For the purposes of the cash flow statement and financial statement presentation, cash and cash equivalents include short term, highly liquid investments with maturities of three months or less.

The School maintains cash balances at financial institutions, which at times may exceed federally insured limits. The School has not experienced any losses related to these accounts and does not believe it is exposed to any significant credit risk on cash and cash equivalents.

NOTE D- ACCOUNTS RECEIVABLE

The School's accounts receivable consist of unsecured amounts due from public funding sources whose ability to pay are subject to appropriations. Grants receivable are considered to be fully collectible by management.

NOTE E - FIXED ASSETS

The following is a summary of fixed assets at June 30:

Description	2012	2011
Computers and computer applications	\$ 181,725	\$ 152,160
Classroom furnishings	106,768	60,081
Office furnishings	39,048	35,608
Less allowance for depreciation	(193,406)	(125,660)
Fixed assets, Net	\$ 134,135	\$ 122,190

Depreciation expense for the years ended June 30, 2012 and 2011 was \$67,746 and \$62,132, respectively.

See Independent Auditors' Report

**ACHIEVEMENT PREPARATORY ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (Continued)
JUNE 30, 2012 AND 2011**

NOTE F- LEASE COMMITMENTS

The School entered into a lease agreement with the Charter School Incubator Initiative which expires on June 30, 2013. The lease does not contain an option to renew.

In accordance with the terms of the lease, the School is required to pay a usage fee, or rent, determined with respect to the number of students enrolled. The total annual usage fee is equal to the number of students enrolled on each census date (every October) multiplied by the per pupil facilities allowance received by the School from the District of Columbia, less amounts withheld under the terms of the lease. Accordingly, the School cannot reasonably estimate its future minimum lease liability under the terms of the lease; however, usage fees cannot exceed the facilities allowance received from the District of Columbia, a guaranteed funding source.

Rent expense for the years ended June 30, 2012 and 2011 was \$545,400 and \$327,900, respectively.

NOTE G- CONTINGENCIES

The school entered into an agreement with NewSchools Venture Fund (NewSchools) on February 14th, 2011 to receive a grant of up to \$217,000. The School must substantially satisfy reporting milestones before any disbursements are made. As of June 30, 2011, the school had met the first milestone requirements and had received and recorded a disbursement totaling \$100,000. No disbursements were made in 2012. The two remaining disbursements of \$58,500 each are expected to be provided in 2013 as milestone conditions are met.

NOTE H - CONCENTRATION OF RISK

The School is dependent on funding from the District of Columbia, as authorized by the District of Columbia Public Charter School Board. During the years ended June 30, 2012 and 2011, 83% and 76%, respectively, of total support was received from the District of Columbia.

The School is limited to enrolling students that are residents of the District of Columbia. As a DC Public Charter School, the School must compete for students against the DC Public School system and other DC Public charter Schools. Uniform Per-Student Funding received from the District of Columbia is based upon actual student enrollment determined by an annual enrollment audit. As a result, actual revenue may vary materially from budgeted revenue if under-enrollment were to occur.

NOTE I- AVERAGE COST PER STUDENT

For the years ended June 30, 2012 and 2011 the average cost per student was \$15,615 and \$15,045, respectively. This is calculated by dividing total noncapital expenditures, by the School's full-time student enrollment.

ACHIEVEMENT PREPARATORY ACADEMY
NOTES TO THE FINANCIAL STATEMENTS (Continued)
JUNE 30, 2012 AND 2011

NOTE J-SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through August 21, 2012, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

**ACHIEVEMENT PREPARATORY ACADEMY
SCHEDULE OF FUNCTIONAL EXPENSES**

<i>For the Years Ended June 30,</i>		2012			2011	
	Program	Management	Fundraising	Total	Total	
PERSONNEL, SALARIES AND BENEFITS						
Salaries	\$ 1,432,865	\$ 205,566	\$ -	\$ 1,638,431	\$ 1,655,383	
Employee benefits	36,164	5,188	-	41,352	31,881	
Payroll taxes	118,338	16,977	-	135,315	86,787	
Professional development	50,456	-	-	50,456	25,832	
Travel and meetings	4,588	-	-	4,588	6,748	
Total personnel, salaries and benefits	1,642,411	227,731	-	1,870,142	1,206,332	
DIRECT STUDENT COSTS						
Supplies and materials	26,255	-	-	26,255	26,134	
Transportation	-	-	-	-	-	
Contracted instruction fees	161,916	-	-	161,916	65,068	
Textbooks	7,699	-	-	7,699	3,309	
Student assessments	21,340	-	-	21,340	21,358	
Other student costs	114,334	-	-	114,334	39,645	
Total direct student costs	331,344	-	-	331,344	175,214	
OCCUPANCY EXPENSES						
Rent	436,320	109,080	-	545,400	327,900	
Maintenance and repairs	-	-	-	-	-	
Utilities	-	-	-	-	-	
Contracted building services	-	-	-	-	-	
Total occupancy expenses	436,320	109,080	-	545,400	327,900	
OFFICE EXPENSES						
Office supplies and materials	14,175	3,544	-	17,719	13,391	
Equipment rental	28,267	5,067	-	33,334	19,923	
Telecommunications	7,473	1,868	-	9,341	11,395	
Professional fees	34,349	73,400	-	107,749	118,991	
Printing and publications	1,251	313	-	1,564	-	
Postage and shipping	1,730	432	-	2,162	2,040	
Computer and related	9,305	2,326	-	11,631	10,422	
Memberships and subscriptions	-	-	-	-	-	
Other office expense	-	-	-	-	-	
Total office expenses	88,459	86,959	-	175,400	176,961	
GENERAL EXPENSES						
Insurance	10,948	2,737	-	13,685	11,080	
Interest	-	-	-	-	-	
Administration fee	-	13,359	-	13,359	9,184	
Depreciation	54,197	13,549	-	67,746	63,132	
Fees and licenses	-	-	-	-	-	
Food service/catering	120,080	-	-	120,080	93,953	
Other general expense	7,496	1,874	7,690	17,060	11,415	
Cost of goods sold	-	-	-	-	-	
Total general expenses	192,721	31,219	7,690	231,630	189,764	
TOTAL FUNCTIONAL EXPENSES	\$ 2,691,246	\$ 485,289	\$ 7,690	\$ 3,184,236	\$ 2,076,241	

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
Achievement Preparatory Academy

We have audited the financial statements of Achievement Preparatory Academy (School) as of and for the year ended June 30, 2012, and have issued our report thereon dated August 21, 2012. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Trustees, management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
August 21, 2012

APPENDIX A

APPENDIX A: DATA COLLECTION TEMPLATE

LEA ANNUAL REPORT

2011-2012 SCHOOL YEAR

Data Collection Template

The 2011-12 school year annual report collects campus-level data in the following three areas: Name and Contact Information, Verified Data Elements, and Unverified Data Elements. Please fill out these three sections for each campus served by the LEA. The data collection template is designed for only one campus. For LEAs with multiple campuses, please complete this template for each school campus it operates and submit to Timothy Harwood at tharwood@dcpcsb.org by August 24. Additionally, include this template for each school campus in the final annual report submission, due September 20.

* Data provided by PCSB and verified by LEAs

^ Data provided by LEAs

Section 1

Name and Contact Information ^

LEA name:	Achievement Preparatory Academy
Campus name:	Achievement Prep
Address 1	908 Wahler Place, SE
Address 2	Washington, DC 20032
Phone:	202-562-1214
Fax:	202-562-1219
Website:	www.aprepacademy.org

Section 2

Verified Data Elements

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

Achievement Prep

School Program Data ^

Ages served	8 - 14
Enrollment by grade level (Please place a check mark next to the grades served by the campus)	☐ PK-3; ☐ PK-4; ☐ PK; ☐ KG; ☐ 01; ☐ 02; ☐ 03; ☐ X04; ☐ X05; ☐ X06; ☐ X07; ☐ X08; ☐ 09; ☐ 10; ☐ 11; ☐ 12; ☐ Ungraded; ☐ AO/PG

School instruction dates	Beginning Date: <u>8/22/ 2011</u>
School instruction dates	End Date: <u>6/15/12</u>
	Total # of instructional days: # <u>190</u>

Student Demographic Data ^

Demographics (%)	Race/ethnicity: African American <u>100</u> % Hispanic/Latino <u> </u> % Caucasian <u> </u> % Asian/Pacific Islander <u> </u> % Other race <u> </u> % Gender: Male <u>52</u> % Female <u>48</u> %
Limited or Non-English Proficient	<u>0</u> %
Free or Reduced-Price Lunch	<u>90</u> %
Special Education	<u>13</u> %
# of students with 504 plan* (Select from one of the three categories)	☐ 0 students ☒ Less than 10 students ☐ More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only)* (Select from one of the three categories)	☒ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act* (Select from one of the three categories)	☐ 0 students ☒ Less than 10 students ☐ More than 10 students; (specify # students)
# of students incarcerated* (Select from one of the three categories)	☒ 0 students ☐ Less than 10 students ☐ More than 10 students; (specify # students)

*Applies to any student enrolled during SY2011-12 who have been and/or currently fall in the respective category (this is not limited to the current school year).

Elementary/Middle School PMF Metrics* (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

Percent proficient and advanced, whole school population	Math: <u>86%</u> Reading: <u>69%</u>
Percent advanced, whole school population	Math: <u>32%</u> Reading: <u>10%</u>
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: <u>N/A%</u> Grade 8 Math: <u>100%</u> Reading: <u>91%</u>
Median Growth Percentile, whole school population	Math: Reading:

High School PMF Metrics* (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

2012 Graduation rate	<u> </u> %
PSAT performance, 11 th grade	<u> </u> %
SAT performance, 12 th grade	<u> </u> %
College acceptance rate	<u> </u> %
Percent proficient and advanced, whole school population	Math: <u> </u> % Reading: <u> </u> %
Percent advanced, whole school population	Math: <u> </u> % Reading: <u> </u> %
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: Reading:

Attendance Data* (Leave section(s) blank if not applicable to campus)

Average Daily Attendance, whole school (Use validated ADA percentage in column C from the discipline verification spreadsheet)	<u>97%</u>
In-seat Attendance Rate, whole school (Use validated ADA percentage in column F from the discipline verification spreadsheet)	<u>95.2%</u>
Chronically Absent Rate, whole school (Use validated ADA percentage in column G from the discipline verification spreadsheet)	<u>6.4%</u>

Note: The discipline verification spreadsheet was sent to each LEA executive director on August 6th.

Accountability Plan Results ^ (Leave section(s) blank if not applicable to campus)

Targets	Results	Target Met

Discipline Data *

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	# 19
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	<u>1.05</u>
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	<u>0.12</u> %

Note: The discipline verification spreadsheet was sent to each LEA executive director on August 6th.

Section 3

Unverified Data Elements

School Characteristics ^ (Leave section(s) blank if not applicable to campus)

Average # students per class, by grade level and whole school	PK-3	#
	PK-4	#
	KG	#
	1	#
	2	#
	3	#
	4	# 21
	5	# 21
	6	# 23
	7	# 24
	8	# 11
	9	#
	10	#
	11	#
	12	#
	Ungraded	#
	AO/PG	#
	Whole school	# 21

Student : Teacher Ratio, average by grade level and whole school

Student : Teacher Ratio	
PK-3	1 : 12
PK-4	1 : 12
KG	1 : 12
1	1 : 12
2	1 : 12
3	1 : 12
4	1 : 12
5	1 : 10
6	1 : 11
7	1 : 8
8	1 : 8
9	1 : 12
10	1 : 12
11	1 : 12
12	1 : 12
Ungraded	1 : 12
AO/PG	1 : 12
Whole school	1 : 10

Staff Characteristics ^

Teacher Years of service, number and percentage for Teachers and Teacher Aides.

(Years of service = total years of teaching experience)

	Number	Percentage
0 to 3 years	# 7	37%
4 to 7 years	# 11	57%
8 or more years	# 1	6%

Teacher Attrition, number and percentage for Teachers and Teacher Aides

By years of service:

	Number	Percentage
0 to 3 years	# 1	5.5%
4 to 7 years	# 2	11%
8 or more years	# 1	5.5%

Salary	Teachers	
	Average	\$ 60,075.
	Range	Min: \$ 49,000 Max: \$ 71,150
	Teacher aides	
	Average	\$ ____.
	Range	Min: \$ ____ Max: \$ ____.
	Support Staff	
	Average	\$ ____.
	Range	Min: \$ ____ Max: \$ ____.
	School administration	
	Average	\$ 81,209
	Range	Min: \$ 60,000 Max: \$ 102,418
	Central Office	
	Average	\$ ____.
	Range	Min: \$ ____ Max: \$ ____.
HQT Count		
	Number of teachers	# 19

Facilities ^

Square footage	<table border="1"> <tr> <td>Entire for building</td><td># <u>N/A</u></td></tr> <tr> <td>Entire for total classroom space</td><td># <u>Unknown</u></td></tr> </table>	Entire for building	# <u>N/A</u>	Entire for total classroom space	# <u>Unknown</u>																																										
Entire for building	# <u>N/A</u>																																														
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Room inventory	Number of rooms by subject: <table border="1"> <tr><td>Math</td><td># <u>4</u></td></tr> <tr><td>Science</td><td># <u>2</u></td></tr> <tr><td>Social Studies</td><td># <u>2</u></td></tr> <tr><td>English/Language Arts</td><td># <u>4</u></td></tr> <tr><td>Art/Music/PE/Other</td><td># <u>0</u></td></tr> <tr><td>Library</td><td># <u>0</u></td></tr> </table> Number of rooms by grade level: <table border="1"> <tr><td>PK-3:</td><td># <u> </u></td></tr> <tr><td>PK-4:</td><td># <u> </u></td></tr> <tr><td>KG:</td><td># <u> </u></td></tr> <tr><td>1</td><td># <u> </u></td></tr> <tr><td>2</td><td># <u> </u></td></tr> <tr><td>3</td><td># <u> </u></td></tr> <tr><td>4</td><td># <u>2</u></td></tr> <tr><td>5</td><td># <u>4</u></td></tr> <tr><td>6</td><td># <u>2</u></td></tr> <tr><td>7</td><td># <u>2</u></td></tr> <tr><td>8</td><td># <u>1</u></td></tr> <tr><td>9</td><td># <u> </u></td></tr> <tr><td>10</td><td># <u> </u></td></tr> <tr><td>11</td><td># <u> </u></td></tr> <tr><td>12</td><td># <u> </u></td></tr> <tr><td>Ungraded:</td><td># <u> </u></td></tr> <tr><td>AO/PG:</td><td># <u> </u></td></tr> </table>	Math	# <u>4</u>	Science	# <u>2</u>	Social Studies	# <u>2</u>	English/Language Arts	# <u>4</u>	Art/Music/PE/Other	# <u>0</u>	Library	# <u>0</u>	PK-3:	# <u> </u>	PK-4:	# <u> </u>	KG:	# <u> </u>	1	# <u> </u>	2	# <u> </u>	3	# <u> </u>	4	# <u>2</u>	5	# <u>4</u>	6	# <u>2</u>	7	# <u>2</u>	8	# <u>1</u>	9	# <u> </u>	10	# <u> </u>	11	# <u> </u>	12	# <u> </u>	Ungraded:	# <u> </u>	AO/PG:	# <u> </u>
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APPENDIX B: FORMULAS

The following formulas detail the methodology in calculations made by PCSB/OSSE for the data supplied to schools* and the methodology for calculations prepared by schools^.

^Attrition Rate (teachers) – percentage of teachers (see Appendix B for definition) who left the school (voluntary or involuntarily) during the 2011-2012 school year

$$\frac{\text{Number of teachers who left the school during the 2011-2012 school year}}{\text{Number of teachers employed during the 2011-2012 school year}} \times 100$$

***Average Daily Attendance** – ratio for the entire population, written as a percentage, of days present (inclusive of excused absences) to days enrolled

$$\frac{(\text{Number of days present} + \text{Number of excused absences})}{\text{Number of days enrolled}} \times 100$$

***Chronically Absent Rate** – ratio, written as a percentage, of the number of students who have been enrolled within a school for at least 20 days with at least 20 absences (excused and/or unexcused, not counting suspension days)

$$\frac{(\text{Number of students enrolled for at least 20 days with at least 20 absences})}{\text{Number of students enrolled for at least 20 days}} \times 100$$

***Graduation Rate (2012)** – ratio of the number of students who graduate within four years to the total number of students who compose the adjusted cohort

$$\frac{(\text{Number of students who graduate within four years})}{(\text{Number of students who compose the adjusted cohort})} \times 100$$

***Incident : Student Ratio** – ratio of exclusionary discipline incidents (out-of-school suspensions and proposed expulsions) to number of students with a discipline log for the 2011-2012 school year

$$\frac{(\text{Number of exclusionary discipline incidents})}{(\text{Number of students with a discipline log})}$$

***In-seat Attendance** – ratio for the entire population, written as a percentage, of days present – in seat – to days enrolled

$$\frac{(\text{Number of days present in seat})}{\text{Number of days enrolled}} \times 100$$

***Instructional Days Lost** – percentage of instructional days lost due to exclusionary discipline events (i.e. out of school suspension or proposed expulsion)

(Total number of students who are on-track for graduation within four years (based on a sampling of transcripts) divided by the total number of students who are on-track for graduation within four years (based on a sampling of transcripts) 2011 data)

(Total number of students who are on-track for graduation within four years (based on a sampling of transcripts) 2011 data) $\times 100$

*Ninth Grade On-track Rate – percentage of 9th grade students who have earned enough credits to be on-track for graduation within four years (based on a sampling of transcripts)

(Number of 9th grade students who have earned enough credits to be on-track for graduation within four years (based on a sampling of transcripts) 2012-2013) divided by (Number of 9th grade students who have earned enough credits to be on-track for graduation within four years (based on a sampling of transcripts) 2011-2012) $\times 100$

^Student : Teacher Ratio – ratio of the number of students as of the October 2011 audit to the number of teachers (see Appendix B for definitions) employed as of October 5, 2011

(Number of students as of the October 2011 audit) divided by (Number of teachers employed as of October 5, 2011)

* Data provided by PCSB and verified by LEAs

^ Data provided by LEAs

APPENDIX C: DEFINITIONS

The following definitions were created by PCSB, in concert with OSSE, to provide standardization in reporting.

Central Office Administrator – any adult who is employed by the LEA to oversee central office administrative tasks

Classroom – any room at a campus location whose primary purpose is for the instruction of students

School Administrator – any adult who is employed at the school level to oversee specific campus operations

School Support Staff – any adult who is responsible for the instruction of students less than 50% of the time and/or serve other roles within an LEA, including, but not limited to, school counselor, school social worker, instructional support teachers, etc.

Support Staff – any adult employed by an LEA other than a teacher or administrator

Teacher – any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows

Teacher's Aide – any adult, excluding those outlined in the definition above, who participates in classroom instruction and management with the support of a lead teacher

APPENDIX D: NOTES FOR MULTI-CAMPUS LEAS

Submission:

- Submission of the Annual Report to AOIS may occur in the Central Office account if all campuses are represented in the file, OR
- Separate Annual Reports for each campus may be uploaded to AOIS

Data Collection:

- The Online Data Collection Tool must be completed for each campus and for the Central Office, meaning schools will need to complete the survey each time
- Updates to the School Contact List should be representative of LEA-level and school-level staff

Presentation:

- Presentation of the Annual Report information (board/staff listing; narrative) should be by campus

Appendix G

Achievement Prep

Category/Theme		Charter Application		Accountability Plan		Quantitative Evidence of Goal/Academic Expectation		Qualitative Evidence of Goal/Academic Expectation	
Goals	Academic	Students master content in math and demonstrate increased academic achievement in mathematics annually in tested areas	Increase percentage of students performing in the proficient or advanced category on the DC-CAS by 5% each year until 80% of students who have been at the school for 3 years or more score in the proficient or advanced category on the mathematics portion of the DC-CAS 80% of students earning promotion to the next grade will score at least 75% on the school’s internal comprehensive end of year exam	DC CAS performance – percent proficient or advanced on math: 2009 – 82% 2010 – 80% 2011 – 87% 2012 - 81% Promotion rates: 2009 – 98% 2010 – 98% 2011 – 95% (100% for those at school three years or more) 2012 – 95% (100% for those at school three years or more)	Achievement Prep scholars have consistently outperformed students across the District on the DC CAS in math – maintaining some of the highest scores in the city with an 80% proficient or advanced standing since opening its doors in 2008. Those scholars who have been at the school for 3 years – reached in 2011 w/ our then 6 th graders (who started in 4 th grade in 2008) – had 100% proficiency on DC CAS. Since that 3 year mark in 2011, all scholars who have been with us for three years are proficient or advanced on DC CAS. Part of Achievement Prep’s promotion criteria is passing the comprehensive end-of-the-year exam. To pass scholars must achieve a 70%. While we have not specifically tracked for 75% passing or more, our promotion rates is an indication that the level has been achieved.				
	Academic	Students master content in reading and demonstrate proficiency as readers of the English language.	Increase percentage of students performing in the proficient or advanced category on the DC-CAS by 5% each year until 80% of students who have been at the school for 3 years or more score in the proficient or advanced category on the reading portion of the DC-CAS	DC CAS performance – percent proficient or advanced on reading: 2009 – 56% 2010 – 77% 2011 – 60% (94% for those at school three years or more) 2012 – 69% (96% for those at school 3 years or more)	Achievement Prep scholars have consistently outperformed students across the District on the DC CAS in reading since opening its doors in 2008. While reading scores have not been as dramatic as math across the board, our scores show us that the longer a scholar is enrolled at Achievement Prep, he/she				

Achievement Prep

			80% of students earning promotion to the next grade will score at least 75% on the school’s internal comprehensive end of year exam	Promotion rates: 2009 – 98% 2010 – 98% 2011 – 95% (100% for those at school three years or more) 2012 – 95% (100% for those at school three years or more)	is three times as likely to be proficient/advanced in reading than other students in the District Those scholars who have been at the school for 3 years – reached in 2011 w/ our then 6 th graders (who started in 4 th grade in 2008) – had 98% proficiency (less one scholar – who has since gained proficiency) on DC CAS and our then 7 th graders had 100% proficiency. Part of Achievement Prep’s promotion criteria is passing the comprehensive end-of-the-year exam. To pass scholars must achieve a 70%. While we have not specifically tracked for 75% passing or more, our promotion rates is an indication that the level has been achieved.
Academic	Students demonstrate grade level proficiency or higher, and progress one year or more every year in science.	10% increase in designated targets on DC-CAS 80% of students earning promotion to the next grade will score at least 75% on the school’s internal comprehensive end of year exam	DC CAS performance – percent proficient or advanced on science: 2009 (5 th grade only) – 81% 2010 (5 th grade only) – 82% 2011 (5 th grade only) – 83% 2012 (5 th grade & 8 th grade) – 64% [5 th]; 100% [8 th]	Since 2009, our scholars have consistently achieved high proficiency rates in science, in comparison to the District wide proficiency, which has yet to break 40% within this same time frame. While science does not count towards AYP and is not publicly acknowledged, we take great pride in our scholars’ science achievement and deem this an indicator of our program’s success.	

Achievement Prep

			Promotion rates: 2009 – 98% 2010 – 98% 2011 – 95% (100% for those at school three years or more) 2012 – 95% (100% for those at school three years or more)	Part of Achievement Prep’s promotion criteria is passing the comprehensive end-of-the-year exam. To pass scholars must achieve a 70%. While we have not specifically tracked for 75% passing or more, our promotion rates is an indication that the level has been achieved.
Academic	Students will demonstrate an increase in achievement scores in reading on the Woodcock Johnson III assessment for special education students	65% of special education students will demonstrate growth on reading as tested by the WJIII Assessment (2% increase annually)	None	Achievement Prep has not administered the WJIII faithfully to its special education scholars to honor this goal. There is no data to support this goal.
Academic	Students will demonstrate an increase in achievement scores in mathematics on the Woodcock Johnson III assessment for special education students	60% of special education students will demonstrate growth on mathematics as tested by the WJIII Assessment (2% increase annually)	None	Achievement Prep has not administered the WJIII faithfully to its special education scholars to honor this goal. There is no data to support this goal.
Non-Academic	Students demonstrate high levels of attendance and homework completion	The school will maintain an average daily attendance of at least 90% Students at each grade level will maintain an average homework completion level of at least 85%	2009 OLAMS attendance rate: 97% 2010 OLAMS attendance rate: 98% 2011 Proactive attendance rate: 95% 2012 Proactive attendance rate: 96% Homework center decreasing rates; DREAM weekly paychecks re: homework completion	Achievement Prep has consistently maintained attendance rates over 90% since opening its doors in 2008. Homework completion rates have not been tracked with the same fidelity as other data in our school. We track homework via our paycheck system Kickboard, but this has just been for last two years. The rates are currently over 85%.
Non-Academic	Students consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery) in their actions and interactions within the school community	Each year the percentage of visitors who indicate that students demonstrate the DREAM values at good or strong will increase by 20%.	None	Achievement Prep has not formalized its monitoring of the DREAM values.

Achievement Prep

			All students understand and uphold the code of conduct and the DREAM values. 100% of students will make DREAM values presentations as a part of a special school event. Using a standards-driven and commonly applied rubric, an external panel of impartial judges will indicate that a minimum of 80% of students demonstrate their good or deep understanding of the school’s DREAM values.		
	Non Academic	Achievement Prep will maintain annual out of school suspensions less than 5%	Out of school suspensions will be 5% or less annually.	While there is no formal data tracking suspension rates annually, our attendance rates (see above) and discipline data reported to PCSB tracks alignment with our goal.	
	Non-Academic	Parents/families actively engage in their child’s learning and support the mission of the school.	Annual increase in the percentage of parent participation school wide until at least 70% of families are active in offering school support through participation in Parent Association or volunteering within the school at least twice a year. Parent Trustees attend 85% of the Board of Trustees meetings. (2% annual increase)	Achievement Prep has not met the participation of the parent association goal. Less than 25% of families participate in the Parents as Partners organization. Board meeting minutes indicate parent trustee participation over 90% of the time. 2009 – 98% meeting participation 2010 – 100% meeting participation 2011 – 95% meeting participation 2012 – 90% meeting participation	A formal parent association has not yet taken root at Achievement Prep. This school year the association has been its strongest since opening, with the association holding regular meetings and reaching out to increase parent participation. Parent trustees are active participants of the Board.
	Non Academic	Parents/families demonstrate high satisfaction with the academic program and the clear and open communication of Achievement Prep.	At lease 85% of parents surveyed will indicate overall satisfaction with the school program, family-school communication, and opportunities to participate within the school program.	Surveys have not been administered regularly. 2009 – 93% of those surveyed indicate satisfaction	Surveys were administered mid year at Parent Teacher conferences and then sent home with scholars whose families did not return. Number of surveys returned was often less than enrollment

Achievement Prep

				2010- Not administered 2011 – 91% of those surveyed indicate satisfaction 2012 – 87% of those surveyed indicate satisfaction	so results are not deemed a true/full representation of parent satisfaction
	Non-academic	Achievement Prep demonstrates effective systems of home/school communication.	90% parent/guardian participation in Parent Orientations and Parent- Teacher Conference/Report Card Nights. School and event attendance will continue to increase. 90% of parent/guardians will report that effectiveness of the communications regarding student’s progress is good or excellent (on a scale of excellent, good, satisfactory, or poor).	Parent teacher conference attendance: 2009 – 81% average 2010 – 88% average 2011 – 87% average 2012 – 91% average Surveys have not been administered regularly. 2009 – 87% of those surveyed indicate satisfaction with communication 2010- Not administered 2011 – 92% of those surveyed indicate satisfaction with communication 2012 – 79% of those surveyed indicate satisfaction with communication	Achievement Prep only distributes scholar report cards at Parent Teacher Conferences so attendance often remains high – over 80%. Surveys were administered mid year at Parent Teacher conferences and then sent home with scholars whose families did not return. Number of surveys returned was often less than enrollment so results are not deemed a true/full representation of parent satisfaction
	Non-Academic	The community will demonstrate overall satisfaction with Achievement Prep.	At least 85% of community members surveyed will indicate overall satisfaction with the school and its involvement with the community. At least 85% of the organizations that serve as school partners will indicate that their partnership with the school has been worthwhile and indicate that they would like to continue the partnership with the school.	None	Achievement Prep has not surveyed its surrounding community or community partners.
	Non-Academic	The faculty and staff will demonstrate overall satisfaction with Achievement Prep.	85% of surveys reflect high ratings. Staff retention remains stable	None	Achievement Prep has not formally surveyed for staff satisfaction.
	Organizational	Achievement Prep demonstrates fiduciary	The school operates within its established	Each year Achievement Prep has had strong	N/A

Achievement Prep

		and financial responsibility for public and private funds.	budget 100% of the time. Review of financial documents by DCPCSB will indicate that Achievement Prep has properly followed all fiscal management procedures. All annual audits will have no questionable findings and indicate positive fiscal outlook.	standing with PCSB and always received clean annual audits.	
Organizational		Achievement Prep’s Board of Trustees is an active and responsible governing body that ensures the school is financially viable.	All annual audits will have no questionable findings and indicate positive fiscal outlook.	All annual audits indicate financial stability and oversight by the Board.	N/A
Organizational		Achievement Prep’s Board of Trustees will be an effective and accountable.	The Board will continue to be fully constituted, including parent trustees. Board will continue to hold regularly meetings scheduled in advance The Board continues to operate under bylaws and written policies that are available to the public upon request. Board continues to provide appropriate financial oversight for the school.	None	Achievement Prep has maintained a full Board composition since opening its doors, including parent representation. The Board has always held meetings according to its bylaws and meeting schedule. Regular minutes are kept of the meetings and submitted to PCSB and are available to the public. A financial report is prepared for the Board and reviewed monthly with the finance committee and shared with the larger Board. Annual audits are and have been consistently strong.
Organizational		Achievement Prep demonstrates full enrollment and strong student retention.	Student enrollment will be within 95% or greater of target every year.	% of enrollment target met: 2008 – 55% 2009 – 60% 2010 – 75% 2011 – 88% 2012 – 100%	Each year Achievement Prep has continued to get closer to its enrollment goals and targets. Facilities/location have always proved a challenge that has hindered enrollment. As our performance has remained high and our

Achievement Prep

					reputation more known, enrollment has become less of an issue and we have managed to overcome our facility/location and families have chosen to enroll in Achievement Prep.

Appendix H



Achievement Prep Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	In progress	Two staff members are signed up for a medication administration training scheduled for December 13-14; school will upload certificates when complete.
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Achievement Prep Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Achievement Prep Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	The school should begin the accreditation process soon (school has not been in operation a full five years).

Appendix I

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school’s announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Invoice from Newspaper Organization and Ad Proof	Yes
ii. Cutoff date for enrollment was announced in advance.	Flyer	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Parent/Student Acknowledgement Form	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Log Acknowledging Receipt	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.		N/A
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.		N/A
iv. School has appropriate resources and supports available for ELLs.		N/A
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.		N/A

Comments:

This is a new school. They do not have any English Language Learners at this time, although there is a written plan for educating ELLs in their charter school application on file with the Board.

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	Yes
ii. Student health records exist and are up to date.	Updated Student Health Card	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Teacher Notification Sign- Off Sheet	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Weekly Progress Reports	Yes

Comments:

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)	View electronic copy of inventory	No
ii. Sources of funds are identified.		No
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Computers are Labeled Only	No

Comments:

New charter school; inventories are in progress.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O and Lease	Yes

Comments:

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

III. SITE INFORMATION (Continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA		No
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.		Yes
iii. There is a certified food handler/manager at the school site.		No

Comments:

Charter states that food service program is in conjunction with Draper Elementary; therefore, it does not have a BB1 or Manager certificate.

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	No
iv. PCSB has been notified of all Board changes, with updated contact information.		N/A

Comments:

The second parent is due to come on board on November 19, 2008.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."	Official Transcript for Subject Area Degree (33 hours)	Yes
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		N/A
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		N/A

Comments:

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
		Transfer of rights at least one year prior to the age of majority		
	Provision of Services	Special education and related services are provided as indicated on IEPs		
Comments:				
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		
Comments:				
iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		
Comments:				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		
Comments:				

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

V. SPECIAL EDUCATION (Continued)				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified		
	Provision of Services	Related services included on students' IEPs are provided as specified		
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE		
Comments:				
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually		
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)		
		Include additional participants for transition planning for students age 16 and over.		
	Parent Participation	Parents are notified and invited to participate in IEP meeting		
		Additional procedures are implemented to ensure parent participation		
Comments:				
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components		
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)		

Charter School Annual Performance Review

Achievement Prep PCS Compliance Review

V. SPECIAL EDUCATION (Continued)				
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		

Comments:

PCSB COMPLIANCE REVIEW EVIDENCE CHECKLIST

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

INDICATOR	EVIDENCE	CHECKLIST
i. Enrollment procedures were publicly announced.	Invoice from Newspaper Organization and Ad Proof	
	Printed Newspaper	
	Ad Proof (Sample)	
ii. Cutoff date for enrollment was announced in advance.	Printed Application	
	Printed Newspaper Ad	
	Flyer	
iii. Lottery, if needed, was conducted fairly.	Printed Lottery Procedures	
	Waiting List	
iv. Waiting list is accurately maintained. Students are enrolled in order from list.	Class Roster	
	Waiting List	

B. Student daily attendance and changes in student enrollment are carefully documented.

INDICATOR	EVIDENCE	CHECKLIST
i. Daily attendance reports are on file (verify and note the person responsible for attendance counseling)	Attendance Roster	
	Attendance Card	
ii. Student roster is regularly updated	Aug/Sept Rosters	
	Aug/Sept/Oct Rosters	
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	
	Schedule of planned SST meetings w/SST roster	

C. Student suspension and expulsion policies are fairly administered.

Have due process procedures been followed?

INDICATOR	EVIDENCE	CHECKLIST
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	
	Parent/Student Acknowledgement Form	
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	
	Manifestation Hearing Notes (SPED)	
	Invoices from hearing officer.	
	Final recommendation from hearing officer to the Board of Trustees.	
	Documentation of suspension/expulsion recommendation hearings.	
	Notes from Long-Term Hearings	

PCSB COMPLIANCE REVIEW EVIDENCE CHECKLIST

I. STUDENT INFORMATION (Continued)

D. Student records are stored and managed within a secure environment.

INDICATOR	EVIDENCE	CHECKLIST
i. Records are available to authorized personnel.	Student Sign-In/Out Log	
ii. Records are stored in locked area.	Principal's Office	
	Main Office	
	Locked File Cabinet	
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	
	Staff Policies and Procedures Manual	
	Office Manager Handbook	

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services/

INDICATOR	EVIDENCE	CHECKLIST
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	
	Signed Parent Log Acknowledging Receipt	
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	
iii. Special education assessments are completed within 120 days of referral.	Referral Form	
	Assessment Scheduled, But Not Completed	
	Assessment Results	
iv. Invoices are on file to show documentation of special education services (for current IEPs).	Invoices for SPED Services	
	SPED Vendor Contracts	

F. English Language Learners are properly identified, assessed and served.

INDICATOR	EVIDENCE	CHECKLIST
i. School has clear program of instruction for ELLs.	Home Language Survey	
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Kindergarten WIDA ACCESS Placement Test (K-WAPT)	
	WIDA ACCESS Proficiency Test (WAPT)	
	ACCESS for ELLs	
	Pre-LAS (4-6 yr. olds)	
	Pre-IPT (3 yr. olds)	
iii. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	
	Documentation of Services Provided	
iv. School has appropriate resources and supports available for ELLs.	ESL Resource Center	
	Bilingual or Native Language Texts	
	Supplemental Materials	
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	Student Roster of ELLs w/Assessment Dates	
	ACCESS Results w/ Test Dates	
vi. Students are exited from language support programs when they have reached appropriate English proficiency levels.	Exit Notification Forms	
	Monitoring Service Forms	
vii. School provides communication to homes in native languages that families can understand.	Contract with Translator	
	Translated Flyers, Application, Letters, etc.	

PCSB COMPLIANCE REVIEW EVIDENCE CHECKLIST

I. STUDENT INFORMATION (Continued)

G. Student Health Records

INDICATOR	EVIDENCE	CHECKLIST
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	
	No Nurse, But Staff Certified to Administer Medicine	
ii. Student health records exist and are up to date.	Checklist of Required Documents	
	Compliance Certificate from Dept. of Health	
	Updated Student Health Card	
iii. Relevant staff (faculty, administrative, etc.) are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	
	Parent permission to inform relevant staff of health conditions that may require an emergency response.	
	Teacher Notification Sign-Off Sheet	
	SIS Teacher Access with Conditions Noted in Student Roster	
	Other	
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	

H. Student Progress Reporting

INDICATOR	EVIDENCE	CHECKLIST
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	
	Mid-Term Progress Reports	
	Weekly Progress Reports	

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

INDICATOR	EVIDENCE	CHECKLIST
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	
	Offer Letter and Job Description	
	Job Description is embedded in Contract or Offer Letter	
	Job Description	
	Employee Contract	

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	
	Most Employees have a Background Check	

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	
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D. The school has a complaint resolution process for employees.

i. The complaint resolution process is on file and available to staff	Employee Handbook	
	Human Resource Guide	

E. Key personnel changes are promptly reported to the Public Charter School Board.

PCSB COMPLIANCE REVIEW EVIDENCE CHECKLIST

i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)	Letter or Memo to PCSB	
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PCSB COMPLIANCE REVIEW EVIDENCE CHECKLIST

III. SITE MANAGEMENT

A. Insurance certificates are on file at the school and the Public Charter School Board office, and are in force.

INDICATOR	EVIDENCE	CHECKLIST
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	

B. The school maintains an accurate inventory of all school assets.

i. Inventories are complete. (NOTE: Must item, description, location, source of funds.....)	View electronic copy of inventory	
ii. Sources of funds are identified.	All Sources of Funds are Present	
	Title I/Federal Funds Only	
	Private/Grant Funds Only	
	Per Pupil/Local/DC Gov't Only	
	Per Pupil/Local/DC Gov't and Title I/Federal	
	Per Pupil/Local/DC Gov't and Private/Grant Funds	
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	Title I/Federal and Private/Grant Funds	
	All Inventory are Labeled	
	Most Items are labeled	
	All Computers are Labeled Only	

C. There is a lease and an active certificate of occupancy on file.

i. Lease and certificate (s) of occupancy are available for review.	C of O	
	Lease	
	C of O and Lease	

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	
	Fire Drill Not Held w/in First 10 Days, But Held Monthly	
	Fire Drill Held w/in First 10 Days Only	

E. The school engages in safe food practices as required in the D.C. Food Code.

i. There is a BBL certificate on file from DCRA	BBL Certificate	
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

i. There is an odd number of Trustees, not exceeding 15 and includes two parent representatives.	Board of Trustee Roster w/Members Identified	
ii. The majority of members are D.C. residents	Board of Trustees Roster Lists Residential Addresses	
	Signed Assurance from Board Chair re: residency status of members	
iii. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	
iv. PCSB has been notified of all Board changes, with updated contact information.	Memo or letter to PCSB notifying staff of BOT changes and includes updated information.	

PCSB COMPLIANCE REVIEW EVIDENCE CHECKLIST

IV. NCLB

A. No Child Left Behind Notification and Corrective Actions

INDICATOR	EVIDENCE	CHECKLIST
i. The school's NCLB report card is posted in a location visible to the public.	Main Office	
	Bulletin Board	
ii. Offer all students the option to transfer to another school that has not been identified for improvement	NCLB Letter To Parents Dated before Sept. 1	
iii. Request the option of transfer relationship with (3) schools not identified for improvement.	Letter to 3 school leaders	
	Letter to 2 school leaders	
	Letter to 1 school leader	
	Response letter from schools	
iv. Offer and provide supplemental services to identified low-income students.	Invoices for SES	
	Parental Consent Forms	
	Letter to Parents Offering SES	
v. Develop a School Improvement Plan	SIP Document	

B. No Child Left Behind HQT

i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."	Praxis Exam Results	
	Licenses/Certificate	
	Official Transcript for Subject Area Degree (33 hours)	
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	
iii. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	
iv. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	
v. Paraprofessionals meet the HQT requirements of NCLB.	Associates Degree	
	Paraprofessional Praxis	
	Transcript Reflecting Two Yrs. Of College	

PCSB COMPLIANCE REVIEW EVIDENCE CHECKLIST

V. SPECIAL EDUCATION

INDICATOR	EVIDENCE	CHECKLIST
IEPs - A Content of IEP - Required Components	Short-term objectives	
	Evaluation schedule	
	Participation in State assessments	
	Statement of services	
	Modifications to testing and instruction	
	ESY consideration	
	LRE statement	
	Rationale for harmful effects	
	Prior written notice	
IEPs - B Content of IEP - Add'l Required Components	Transition Plan	
IEPc - C Transfer of Rights	Transfer of Rights Form	
IEPs - Provision of Services	Copies of schedules for special education & related service providers	
	Appropriately licensed and/or certified personnel on staff	
PEPA - Assessment in Areas Related Disability	Copies of evaluation reports	
	Copies of MDT notes	
PEPB - Assessment in Native Language	Copies of native language survey	
PEPC - Reevaluations	Copies of current evaluations	
	Notice to parents of intent to reevaluate	
	Copies of SEP Forms	
	Copies of MDT notes	
SLD - Additional Team Members	Copies of evaluation reports	
	MDT notes	
SLD - Observations	Observation report or results	
SLD - Report	Statement of whether the child has a specific learning disability	
	Basis for making the determination	
	Relevant behavior noted during the observation	
	Relationship of the behavior to the child's academic functioning	
	Educationally relevant medical findings	
	Statement of the team concerning the effects of any environmental, cultural or economic disadvantage	
LRE	Completed LRE forms	
FAPEA - Staff Certification	Copies of staff certification	
FAPEB - Provision of Services	Current IEPs	
	Student's schedule	
	Related services providers' schedules	
FAPEC - Extended School Year	Copy of ESY Form included in IEP	
IEPROGA - Meetings	Copies of current IEPs	
IEPROGB - Participants in Meetings (Required persons)	Copies of current IEPs	
IEPROGB - Participants in Meetings (Add'l Participants)	Notices to representatives of other agencies	
IEPROGC - Parent Participation Notification	Parent signature on IEP	
	Copies of notices sent to parents	
	Logs of attempts to involve parents	
IEPROGD - Parent Participation Addt'l Procedures		
CIA - Record of Access	Copies of record of access	
CIB - Records of More than One Child	Policies and/or procedures	
CIC - Safeguards	Posted copy of list	

Appendix J

DC Public Charter School Board
Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Achievement Prep PCS		Date: December 27, 2012	
Leader: Susan Cannon		Special Education Manager: Takiyah Palmer	
Current Total School Population: 315	Current Number of Students with Disabilities: 51		Section 504 Plans:

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

- (11) “A public charter school shall submit an annual report” that includes
 - (ii) “Student performance on any districtwide assessments.”
 - (vi) “Official student enrollment.”
 - (vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

- (ii) To perform competitively on any districtwide assessments.”
- (10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”
- (11) “A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service....”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of....Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 1			X	2008: no data available
		2			X	2009: 5 SWD
		3			X	2010: 7 SWD
		4			X	2011: 9 SWD
		5	X			2012: 28 SWD Reading: 21.00% P & A State Reading: 22.00% P & A Math: 39.00% P & A State Math: 25.00% P & A
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	YR: 1			X	
		2			X	
		3			X	
		4			X	
		5	X			2012: 28 SWD Reading: 48.00% Gap Math: 47.00% Gap
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	2			X	N/A
		3			X	N/A
		4			X	N/A
		5			X	N/A
	Data from all PCSB generated school performance profile and composite reports/reviews					No PDR
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	x				Achievement Preparatory Academy prepares students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond. Achievement Prep is committed to supporting all of its students and providing them with a quality, college-preparatory education. Achievement Prep will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of D.C.

3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				'12-'13 Enrollment Data –51 SWDs Level 1: 20 Level 2: 18 Level 3: 13 Level 4: 0 51/315- 16.19 %
	School CAP reporting documentation for SWDs (IDEA Part B, Activities bolded under #4)					
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring		x			OSSE FFY 2010 -2011 IDEA Part B LEA Performance Determinations 78% Needs Assistance - Identified noncompliance from on-site compliance monitoring and/or focused monitoring - Less than 75% of reviewed student files for SWDs are in compliance - More than 5 LEA-level findings
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				<u>OSSE 2010-2011 LEA Onsite Compliance Monitoring Report</u> LRE 1: Student Placement Based on IEP – 100% Criteria Met LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education- N/A LRE 3: Student Placement Determined Annually – 100% Criteria Met LRE 4: Consideration of Harmful Effects- N/A
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.		x			According to SEDS (02/14/13), there is one overdue meeting for 2012-2013: 1 Initial Eligibility.
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)	x				OSSE Quarterly Findings 4/13/12 Between 10/1/11-12/3/11 Noncompliance for timely completion of initial evaluation. Findings Correction Noted in OSSE Letter 8/6/12 – “OSSE’s Review of data revealed that Achievement Preparatory Academy Public Charter School was 100% compliant with timely initial evaluations for the period of January 1, 2012- March 31, 2012. Therefore, OSSE is closing Achievement Preparatory Academy PCS’s previous initial findings of noncompliance.”
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 rd birthday. (6)				x	

	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				x	
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	x				OSSE 2010-2011 LEA Compliance Monitoring Report DIS 1 Educational Services Provided After Tenth Day of Disciplinary Removal and DIS 2 Manifestation Determination– N/A DIS 3 LEA Conducted FBA and DIS 4 LEA Developed BIP – “100%”
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)					
	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.					
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item 3b – Dispute Resolution Findings “No dispute resolution complaints were filed against the LEA.”
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)					
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)					
	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)					OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item Number 2 Information regarding timely, valid and reliable data - “All data are valid and reliable and submitted timely”
	Indicator B: The LEA uses data to inform decision-making. (20)					
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item 5- Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle

	budget and spending plans. E. The LEA does					OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> - 100% compliant in areas related to accounting, recording, Expenditures and documentation of IDEA Part B funds
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.					
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item 6 LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely
	Indicator D: The LEA properly calculates and expends CEIS funds.					
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.					OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> LEA accounting record does not ensure that federal funds are not comingled with other funds
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				x	
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Appendix K



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Achievement Preparatory Academy Public Charter School
Final Percentage Rating:	78%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b – N/A - Indicator 9 – N/A - Indicator 10 – N/A - Indicator 11 – N/A - Indicator 12 – N/A - Indicator 13 – N/A	N/A
2	Information regarding timely, valid and reliable data	All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	Student-Level - Less than 75% of reviewed student files in compliance LEA-Level - More than 5 LEA-level findings	0 0
3b	Dispute resolution findings (student and/or LEA level)	No dispute resolution complaints were filed against the LEA.	N/A
4			

	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) –N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) –N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum “n” size for disability subgroup • The LEA did not serve student in this category	N/A N/A
8	Evidence of correction of findings of noncompliance, including	• Less than 90% of noncompliance	0

	progress toward full compliance (points added to total score)	corrected within one year after the identification of the noncompliance	
Total Number of Points Earned + Additional Points			14
Total Possible Points from Applicable Elements			18
Percentage of Points from Applicable Elements			78%