

PUBLIC CHARTER SCHOOL

EARLY LEARNING



AppleTree

**Annual Report
2017-2018**



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I. School Description

A. MISSION STATEMENT

This mission of AppleTree Early Learning Public Charter School (“AELPCS”) is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.

B. SCHOOL PROGRAM

1. Summary of Curriculum Design and Instructional Approach:

AppleTree Early Learning Public Charter School (AELPCS) served 634 Preschool and Pre-kindergarten students in 2017-2018.

Recent research in reading has demonstrated that children develop the foundational skills and abilities necessary to begin reading long before they enter kindergarten. Particularly, research has identified vocabulary, letter knowledge, phonological awareness, and print knowledge as important precursors to formal reading. Many children appear to attain these skills without direct instruction. Unfortunately, many young children, particularly those from under-resourced families, never develop one or more of these key skills, often leading to reading failure and low academic achievement. Additionally, research has also demonstrated a strong link between the social-emotional development of young children and academic success. AELPCS was founded in response to the needs identified in both aspects of the research. As a result of this focus, AELPCS has achieved overall alignment among standards, instruction, and assessment.

AELPCS recognizes that not all children learn the same way. To meet the needs of children who do not make expected progress towards achieving key indicators of readiness despite receiving coherent, intentional instruction, AELPCS has adopted a response to intervention instructional model. Implementing a multi-tiered Response to Intervention (RTI) instructional program emphasizes early intervention rather than waiting until children fail. While most commonly used to prevent reading failure and over identification for special education in the early elementary years, NAEYC and the National Center for Learning Disabilities endorse RTI for preschoolers (Recognition & Response, n.d.). Key principles of RTI include 1) Recognizing children’s strengths and needs through systematic screening and progress monitoring, 2) Using multiple tiers of research-based interventions, and 3) Problem-solving with parents and educators to aid in decision-making (Horowitz, 2006). When RTI is implemented well, only 2% to 4% of all children remain poor readers in later grades in contrast with the 30% to 60% we presently see in the general public school population (Torgesen, 2000).

AELPCS’s RTI program has three tiers, or levels of intervention. The first tier is the robust instructional program delivered to all children as part of their everyday classroom experience. AELPCS’s instructional programs is centered around the curriculum, *Every Child Ready*, a unique instructional program in that it provides what to teach, how to

teach it, and how to know its being done. Rather than consisting of large curriculum books, the curriculum is only available online through AppleTree’s web portal. All teachers have access to it through technology that has been provided, including iPads, Macs, and desktop computers. All of the lessons in *Every Child Ready* are explicitly linked to the DC Early Learning Standards and aligned to the Common Core standards.

Each unit is three weeks long, and there are expectations for lessons to be taught in order so that concepts can build throughout the unit. Opportunities for higher order thinking questions and problem solving are embedded within the daily schedule, so that teachers know when they should target students’ learning.

The assessments that AppleTree uses are also aligned to the content of *Every Child Ready*. Letter naming, phonological awareness, vocabulary, math concepts, and social emotional development are all part of the curriculum and are embedded in three-week long thematic units. The curriculum also provides daily opportunities to address creative arts and physical development standards. The daily schedule provides time for students to participate in centers (free choice at thematic centers), differentiated small groups, and whole group lessons that include stories, songs, poems, and authentic materials. Access to these lessons and materials provides embedded opportunities for teachers to know how to best support the learning of their students.

Teachers, curriculum specialists, and principals plan and implement Tier 2 lessons using the state-of-the-art resources to develop small group lessons. These lessons are based on individual instructional need, classroom ecologies, developmentally appropriate practices, and child interests. Parents are encouraged to participate in the planning process, during which intervention content, duration, intensity, and methods for determining effectiveness are specified.

Working with three- and four-year olds brings unique challenges, especially to those interested in assessing what young children know and are able to do. Research has demonstrated the importance of language and early literacy skills in supporting children’s later academic success. Therefore, our direct assessment work focuses on these domains, and includes both formative and summative assessments. Additional information regarding our assessments is available below in Chart 1.

Chart 1 – Assessments

Domain	Assessment (conducted 5 times/year)
Phonological Awareness, Print Awareness, Narrative comprehension	Every Child Ready – Language and Literacy Assessment
Early Math Skills	Every Child Ready – Math assessment
Letter Identification, sound, name writing	PALS Pre-K
Social-Emotional	Positive Behavior Rating Scale (conducted quarterly)

The academic assessments are administered approximately once every ten weeks. All children receive assessments in all domains. An analysis compiles data across domains for each student, identifies students at risk in each domain, and provides class means.

Reports are then shared with the teachers, teaching fellows, teaching assistants, and school administrators through regular professional development sessions and in-class coaching. These sessions generally occur within about two weeks from the end of the progress monitoring collection in order to ensure instructional relevancy. A curriculum specialist and Principal support teachers in targeting whole group activities and individualizing instruction to meet students' needs through weekly planning and coaching activities. Additionally, all teachers can access their students' data through a Google doc that is sortable by standards and assessments, which assists teachers in planning for differentiation.

Students with disabilities are included in the mainstream classroom as much as possible at AELPCS. When needed, Occupational Therapy, Speech Therapy, Physical Therapy, and any other necessary specialized service, are provided through an individualized, one-on-one or small group setting. Within the general classroom the AELPCS teachers, in conjunction with the Principal and Special Education Coordinators, work to differentiate instruction in order to accommodate each child with special needs so that he/she can gain appropriate access to the curriculum.

2. Parent involvement efforts:

AELPCS recognizes the incredible input families have as their child's first teachers, and seeks to support them in understanding important early education skills and concepts. All parents participate in a family interview and/or home visit within the first two weeks of school. This meeting helps teachers gather information to become better acquainted with students and their families. In addition to this first interview, parents also attend four parent teacher conferences a year where they receive a progress report with information about the academic and social development of their child, suggestions for how they can support their child at home, as well as literacy rich activities/games to use with their child. Students take home a homework activity each Monday that they work with their parents or families to complete by the end of the week. The activities are linked to the curriculum and promote language, literacy and math skills through engaging play. Parents are also regularly provided with materials to use at home to support individualized student learning.

AELPCS has several means of encouraging family literacy. A lending library is present at each campus, filled with unit-themed books and other materials for families to check out and use together at home. AELPCS also hosts events and workshops at all campuses. Four literacy-focused events are held each year, in coordination with our Family Literacy Manager. These family literacy nights contain explicit information on developing literacy skills at home and include a fun parent/child activity at the event. Literacy Nights for the past year included Read for the Record (a national reading event), Nutrition Night, and the celebration of Dr. Seuss's Birthday. The workshops are focused on helping parents engage in the academic program and foster learning or healthy practices at home. Several AppleTree campuses also hosted a bilingual family night in

which parents learned more about how to best support their young children in learning two languages.

In May 2018, our network hosted a Parent Appreciation Banquet. This event was designed to increase staff and parents rapport by hosting evening dedicated to recognizing the support and diligence of families who went the extra mile to support staff and students. Each campus was asked to invite families who have gone “above and beyond” this past year to the event.

Each school also has a Parents at AppleTree committee (“PAT”), which meets throughout the year and is facilitated by the Principal. This committee is open to all parents and supports school-wide events, such as the Book Fair, Teacher Appreciation Week, and family outings. In addition to the activities described above, parents have the opportunity to chaperone field trips 4-5 times per year and to volunteer in their child’s classroom regularly through “stay and play” mornings where parents can help out during centers time.

Additionally, our Admissions and Transition Manager led a series of Kindergarten transition fairs and luncheons at all campuses where high-performing charter schools set up tables and were present to speak to parents of students transitioning from AppleTree to Kindergarten. Following these events, there were several workshops for parents to attend to learn more about how to select a Kindergarten for their child and how to navigate the enrollment and lottery processes. Our Principals also worked with families one-on-one to support them in making informed choices about the school lottery and application process for Kindergarten.

Lastly, our Southeast campus is in our fourth year of partnership with the United Planning Organization (UPO) and our Oklahoma Avenue campus was in its first year. UPO allows eligible students to co-enroll as HeadStart students. This enrollment provides for added wrap-around services at school through the provision of a family engagement specialist, who hosts parent workshops, supports families in navigating difficult issues, and acts as a resource for the entire school community. Ninety-eight of our students at the Southeast and Oklahoma Avenue Campus qualified as Head Start students in 2017-2018.

II. School Performance

A. PERFORMANCE AND PROGRESS

1. Describe the extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its mission.

AppleTree Early Learning Public Charter School educated 634 three- and four-year-olds representing all eight wards of Washington, DC in 2017-2018. The majority of AELPCS

students across seven campuses are children considered at risk for later school failure – African American students, Hispanic or Latino students, and students receiving free or reduced price lunch.

Gaps in academic performance between students from under-resourced communities and their more advantaged peers are pervasive, and research has demonstrated that closing that gap before students begin kindergarten is critical in preparing students for future success in school and life. AELPCS set an ambitious goal to close the achievement gap before children enter kindergarten through a partnership with AppleTree Institute for Education Innovation (“ATI”), a research-and-development institute that has developed, piloted, and implemented a comprehensive, research-based instructional model, *Every Child Ready*. AELPCS’ five preschool and pre-kindergarten campuses began implementing ATI’s high quality, research- and evidence-based early childhood instructional model, *Every Child Ready* (ECR), in August 2011. ECR drives how to teach, what to teach, and how to tell it is being done to increase teacher effectiveness and children’s learning in early childhood classrooms. AppleTree’s efforts have been recognized nationally through two federal Early Reading First grants successfully operated in DCPS, DCPCS, and Head Start classrooms. In 2010, the US Department of Education validated ATI’s efforts by awarding a highly competitive Investing in Innovation (i3) grant to further develop and codify *Every Child Ready*.

Every Child Ready’s foundational activity is to ensure that all schools provide a robust, engaging, and developmentally appropriate instructional program to all children as part of their everyday preschool classroom experience. This partnership between AELPCS and ATI provides opportunities for collaboration between Institute and school leaders, and ensures that teachers effectively meet standards in the five *Every Child Ready* Essential

Elements of Effective Preschools listed below.

- 1. Structure:** Classrooms are appropriately staffed, furnished, and supplied. Time exists for *Every Child Ready* professional development and independent and coach-supported team teacher planning.
- 2. Curriculum:** A thematic curriculum that includes a defined scope and sequence of instructional activities and aligned assessments that support the development of children’s language, early academic, and social-emotional skills is implemented with fidelity.
- 3. Classroom Climate and Management:** Classrooms are warm, safe, and productive. Positive behavior expectations are communicated and upheld consistently. Time is allocated to valuable instructional activities and transitions are minimized.
- 4. Instruction:** High levels of teacher interaction support learning and scaffold understanding. Teachers balance structure with choice and explicit instruction with exploration. Play supports children’s learning. (Instruction refers to quality of content delivery.)
- 5. Parent Engagement:** Teachers actively seek to make connections with their children’s family members and other important people in their children’s lives. Teachers

communicate the school’s educational goals for children, how children are progressing toward those goals, and how families can complement and extend classroom learning.

2. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter.

AELPCS has adopted the Performance Management Framework as its goals and academic expectations for the 2017-2018 school year and we are pleased to report that all campuses exceeded the goals for Literacy and Math.

Results, Goal 1: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready – Language and Literacy assessment. This goal was achieved at all campuses.

Campus	% of student who met goal
Columbia Heights	93.0%
Lincoln Park	87.9%
Oklahoma Avenue	87.4%
Southeast	87.2%
Southwest	89.9%

Results, Goal 2: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready - Math assessment. This goal was achieved at all campuses.

Campus	% of student who met goal
Columbia Heights	90.0%
Lincoln Park	93.1%
Oklahoma Avenue	82.2%
Southeast	84.1%
Southwest	86.8%

Results, Goal 3: Campuses will maintain an in-seat attendance rate of at least 88%. This goal was achieved at two campuses.

Campus	Average in-seat attendance
Columbia Heights	89.2%
Lincoln Park	94%
Oklahoma Avenue	88.3%
Southeast	84.1%
Southwest	87%

Classroom Quality Goals and Results

The PMF goal for the Classroom Assessment Scoring System (CLASS) Instructional Support domains is a score of 4 or above. The goal for CLASS Emotional Support and Classroom Organization domains is a score of 6 or above. All observations were conducted by OSSE and the results below indicate the scores from one observation per classroom. AppleTree’s campuses did not meet the targets for these domains, except for at the Lincoln Park and Columbia Heights Campus.

CLASS Scores – AppleTree- Columbia Heights Campus:

	Emotional Support	Classroom Organization	Instructional Support
2017	6.13	6.1	3.38
2018	6.13	6.14	3.61
2018 PMF Weighted Average	6.13	6.07	3.49

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Lincoln Park Campus:

	Emotional Support	Classroom Organization	Instructional Support
2017	6.04	5.5	2.74
2018	5.99	5.52	4.07
2018 PMF Weighted Average	6.0	5.5	3.4

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Oklahoma Ave Campus:

	Emotional Support	Classroom Organization	Instructional Support
2017	5.64	5.6	2.69
2018	5.90	5.61	3.16
2018 PMF Weighted Average	5.7	5.6	2.9

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Southwest Campus:

	Emotional Support	Classroom Organization	Instructional Support
2017	5.4	5.26	2.46
2018	6.07	5.93	3.22
2018 PMF Weighted Average	5.7	5.5	2.8

As reported by School Readiness Consulting

CLASS Scores – AppleTree- Southeast Campus:

	Emotional Support	Classroom Organization	Instructional Support
2017	5.44	5.31	2.78
2018	5.38	5.30	2.48
2018 PMF Weighted Average	5.4	5.3	2.6

As reported by School Readiness Consulting

C. UNIQUE ACCOMPLISHMENTS

- All Campuses Met PMF goals for Student Achievement and Growth**
 As evidenced in the tables above, all AppleTree campuses met the minimum academic goals for student achievement and growth on the *Every Child Ready Math and Literacy* assessments.
- Family Engagement**
 Family Engagement continues to be a focus across all the AppleTree network. The Parklands Campus is in partnership with the Flamboyan Foundation for the 3rd year. They focused on establishing and maintaining trusting relationships with our families in order to ensure the academic success of all of our students. Parklands was intentional about offering at least one family engagement activity or event each month along with providing ongoing communication to families throughout the school year. On average, 70% of our families attended our

academic parent teacher team (APTT) meetings and increase by 5% from last year and 80% of our families receive home visits from teachers, and 100% of our families were engaged in some way either through the APTT meetings or home visits.

We partnered with LIFT DC. LIFT DC strives to provide parents and caregivers with the tools and resources they need to make a better life for themselves and their children. Thirty parents/caregivers participated and 27 of them are on track to meet their financial goals.

Additionally, eight parent engagement events were scheduled and implemented across the AppleTree network. Families from across all five campuses came together with their children to engage in activities, including making Reptile Adventure, Family Movie Night and Kite Making.

AppleTree engaged with several partners to improve the quality of our Extended Day program for students who stay from 3:30-6pm. The partnerships included:

- o **Dance Institute of Washington** - provided a 12 week creative movement curriculum to our Southwest (SW) AppleTree families. Forty families participated and performed in an end of year showcase at THEARC Black Box Theater.
- o Phillips Gallery - The work of eight of our families is on display at the Phillips Gallery in Dupont Circle
- o **Levine Music** provided once a week programming at our Parklands Campus in which students participated in an engaging, hand-on music class for 30 minutes. (PL)
- o The Oklahoma Ave campus maintains a plot in the **Kingman Park Community Garden**, which provides hands-on learning opportunities for students.

D. LIST OF DONORS

- There were zero donations of over \$500 to report.

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Columbia Heights
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 162

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	81	81	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern -ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 89.0%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 7.4% (12 students)*
PCSB	Midyear Entries: 0.6% (1 student)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable

(SY16-17)	
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 23%
School	Number of Teachers: 19
School	Teacher Salary Teaching Fellow: \$33,000 Minimum Lead: \$50,000 Maximum Lead: \$70,000 Average ~\$60K-62K

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Southeast
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 181

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	92	89	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 84.1%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 7.2% (13 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable

(SY16-17)	
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 8%
School	Number of Teachers: 24
School	Teacher Salary Teaching Fellow: \$33,000 Minimum Lead: \$50,000 Maximum Lead: \$70,000 Average ~\$60K-62K

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Lincoln Park
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 9

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	33	27	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern -ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 94.2%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 3.3% (2 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable

(SY16-17)	
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 44%
School	Number of Teachers: "Teacher" is defined as 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.
School	Teacher Salary Teaching Fellow: \$33,000 Minimum Lead: \$50,000 Maximum Lead: \$70,000 Average ~\$60K-62K

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Oklahoma Avenue
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 23

Enrollment by grade level according to OSSE’s Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	72	70	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern -ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 88.0%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 2.8% (4 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable

(SY16-17)	
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 22%
School	Number of Teachers: "Teacher" is defined as 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.
School	Teacher Salary Teaching Fellow: \$33,000 Minimum Lead: \$50,000 Maximum Lead: \$70,000 Average ~\$60K-62K

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: AppleTree Early Learning PCS
PCSB	Campus Name: AppleTree Early Learning Center PCS - Southwest
PCSB	Grades served: PK3--PK4
PCSB	Overall Audited Enrollment: 108

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	62	46	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern -ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 86.7%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 7.4% (8 students)*
PCSB	Midyear Entries: 2.8% (3 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable

(SY16-17)	
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 14%
School	Number of Teachers: 14
School	Teacher Salary Teaching Fellow: \$33,000 Minimum Lead: \$50,000 Maximum Lead: \$70,000 Average ~\$60K-62K

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Appendices

APPENDIX A – STAFF ROSTER

Instructional Leader / Principal - Responsibilities and Qualifications			
<p>Responsibilities: The Instructional Leader/Principal oversees the daily instructional program of an AELPCS campus and works with other AppleTree leaders to help close the achievement gap before students enter kindergarten. The Instructional Leader/Principal supervises the school-based instructional staff and provides general and targeted instructional supports, provides teacher and classroom quality supports, manages individuals and relationships, and contributes to a community of practice.</p>			
<p>Qualifications: The Instructional Leader/Principal must be committed to ensuring the best possible educational outcomes for all students. A firm grasp of response to intervention (RTI) models and a commitment to data-driven instruction, academic and personal excellence, and the school’s unique vision is required for all candidates.</p> <ul style="list-style-type: none"> ● 100% of Principal Instructional Leaders hold Masters Degrees in Education. 			
Instructional Leaders / Principals 2017-18			
Last Name	First Name	Campus	
Alleyne	Terica	Oklahoma Ave	
Cumberbatch	Niesha	Southeast- Parklands	
Crabtree	Charlie	Southeast – Douglas Knoll	
Marrinan	Megan	Lincoln Park	
McKenzie	Shontice	Southwest	
Stona	Karen	Columbia Heights	

School Operations Team - Responsibilities and Qualifications				
<p>Responsibilities: The School Operations team consists of Operations Managers and Coordinators who work together to manage the day-to-day operations at all of our campuses, including enrollment, facilities management, ordering, and more.</p>				
<p>Qualifications:</p> <ul style="list-style-type: none"> ○ 80% of Managers on the Operations team hold a Bachelor's Degree ○ 100% of Operations Team members have prior experience support school operations prior to joining AppleTree 				
School Operations Team				
Last Name	First Name	Campus	Role	
Jones	Danielle	Lincoln Park	School Operations Coordinator	
Montgomery	Ashley	Columbia Heights	School Operations Coordinator	
Anthony	Drake	Douglas Knoll	School Operations coordinator	
Robinson	Capriko	Oklahoma Ave	School Operations coordinator	

Dawson	Sherika	Parklands	School Operations Coordinator	
Taylor	Tony	Central Office	Operations and Compliance Manager	
Evans	Candace	Southwest	School Operations Coordinator	
White	Juanita	Central office	Admissions and Transition Manager	
Powell	Teria	Central Office	Parent Engagement Coordinator	

Lead Teacher - Responsibilities and Qualifications
<p>Responsibilities: The lead teacher directs a minimum of a 3-person instructional team consisting of the lead teacher, a teaching fellow and a teaching assistant. The lead teacher is responsible for supporting the professional development and growth of her/his team, including mentoring and guiding the teaching fellow and assistant. Lead teacher uses knowledge of the development of young children, the ways in which young children learn and scientifically based practice to support the social, emotional and cognitive development of young children.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> ○ 100% of Lead teachers held Bachelors' Degrees ○ 22 % of Lead teachers held Masters' Degrees ○ 100% of Lead teachers received a passing score on the Praxis Elementary Education Content Knowledge test 10014

Lead Teacher Name	Campus
Tirzah Lewis	Columbia Heights
Gwladys Mezence	Columbia Heights
Mikela Speller	Columbia Heights
Sam Hood	Columbia Heights
Yashica Valentine-Kearse	Columbia Heights
Jahlynn Moore	Columbia Heights
Kimberlee Bradford-Gray	Columbia Heights
Ana Legge-Lopez	Columbia Heights
Tsion Teckle	Columbia Heights
Rose Benson	Columbia Heights
Jennifer Hatton	Columbia Heights
Ambre Winfree	Southwest
Whitni Richardson	Southwest
Maya Howard	Southwest
Tashira Lyles	Southwest
Martina Conley	Southwest
Shante McKnight	Southwest
Jessica Wille	Southwest
Jilana Booker	Southwest

	Southwest
Aiyana Wright	Oklahoma
	Oklahoma
David Richardson	Oklahoma
Ruby Vara	Oklahoma
Arielle Gaines	Oklahoma
Tamra Johnson	Oklahoma
Jasmine Laudato-Hufalar	Oklahoma
Patricia Tunnermann	Oklahoma
Kamisha Blount	Oklahoma
Lauren Stevens	Oklahoma
Whitney Foster	Oklahoma
Samantha Miranda	Oklahoma
Talashia Nelson	Oklahoma
Brianna Willison	Oklahoma
Eve Hage	Oklahoma
Lykishia. Perkins	Oklahoma
Kadijah Tyler	Oklahoma
Dinah Steele	Lincoln Park

Charlotterose Jefferies	Lincoln Park
Carley Jacob	Lincoln Park
Kristie Dennis	Lincoln Park
Chanel Cook	Lincoln Park
Donne Hawkins	Southeast
Pamela Foster	Southeast
Mardi Williams	Southeast
Valerie Carroll	Southeast
Ashley Burton	Southeast
Paige Williams	Southeast
Tenea Harris-Nance	Southeast
Dana Boston	Southeast
Rose Silva	Southeast
Michelle Vinson	Southeast
Donne' Hawkins	Southeast
Crystal Williams	Southeast
Alexandria Caputo	Southeast

Teaching Fellow - Responsibilities and Qualifications

Responsibilities: The teaching fellow is part of a minimum of a 3-person instructional team consisting of the lead teacher, a teaching fellow and a teaching assistant. Teaching Fellows support the lead teacher in all facets of instructional planning and implementation. Teaching fellowships are apprenticeships during which fellows gain teaching competencies in preparation for becoming lead teachers, culminating with the opportunity to lead a class during summer school.

Qualifications:

- 100% of Teaching Fellows held a Bachelor's Degree

Teaching Fellow Name	Campuses
LaToya Richardson	Columbia Heights
Janelle Gaye	Columbia Heights
Anthony Jenkins	Columbia Heights
Brianna Nelson	Columbia Heights
Lolita Fields	Southeast
Shayla Simms	Southeast
Ameera McLendon	Southeast
Sabrina Gibbs	Southeast
Taylor Hicks	Lincoln Park
Fath Henry	Lincoln Park
Larry Long	Southwest
Abigail Lamb	Southwest
Carla Davila	Southwest

Teaching Assistant - Responsibilities and Qualifications

Responsibilities: The teaching assistant works with a 3-person instructional team consisting of the lead teacher, a teaching fellow, and/or co-lead and a teaching assistant. The teaching assistant uses his/her knowledge of the development of young children, the ways in which young children learn and scientifically based practice to support the social, emotional and cognitive development of young children. Teaching assistants plan for and provide instruction to students enrolled in Before Care and/or Extended Day programming in collaboration with their fellow teaching assistants, following the scope and sequence outlined in the extended day curriculum.

Qualifications:

- 100% of Teaching Assistants are considered highly qualified paraprofessionals
- 24% of Teaching Assistants held Bachelor's Degrees
- 48% of Teaching Assistants held Associate's Degrees
- 24% of Teaching Assistants successfully passed the Parapro

Teaching Assistant	Campus
Anasa Jennings	Columbia Heights
Xenia Benitez	Columbia Heights
Daunte Hill	Columbia Heights
Jamil Holden	Columbia Heights
Jolie Carr	Southwest
Rezan Taylor	Southwest
Charlita Banks	Southwest
Bettie Hewitt	Southwest
Markerra Rinfrow	Oklahoma Avenue
Patricia Osborne	Oklahoma Avenue
Nicole Moore	Oklahoma Avenue
Gary Hill	Oklahoma Avenue
Breona Williams	Oklahoma Avenue
Khadijah Tyler	Oklahoma Avenue
Nicole Moore	Oklahoma Avenue
Maya Perkins	Lincoln Park
Stephanie Baxter	Lincoln Park
Ashley DaCosta	Lincoln Park
Leya Walker	Southeast
Judah Asomugha	Southeast
Teresa Law	Southeast
Kayana Hewitt	Southeast
Megan Toney	Southeast
Leyonna Wright	Southeast

Extended Day Team Member

Responsibilities: Extended Day Team members support the implementation of the Extended Day program at all AELPCS campuses. The Extended Day program runs from 3:30-6pm daily.
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Extended Day Name	Campus
Catherine Claros Cruz	Columbia Heights
Dwayne Scott	Columbia Heights
Gabriella Estevez	Columbia Heights
Timmia May	Southwest
Kintay Johnson	Southwest
Tyshia Jackson	Oklahoma Avenue
Desirra Howell	Oklahoma Avenue
Kharenton Coleman	Oklahoma Avenue
Carroneca Palmore	Oklahoma Avenue
Kelly Brown	Oklahoma Avenue
Shaika Rush	Oklahoma Avenue
China McFarland	Oklahoma Avenue
Darshan Mallory	Southeast
Shanell Jordan	Southeast
Kara Onyeukwu	Southeast
Chekyra Ford	Southeast

Special Education Team - Responsibilities and Qualifications				
<p><u>Responsibilities:</u> Under direction of the Special Education Manager and/or designee, the Special Education Team collaborates to implement student IEPs in inclusion and pullout settings. This position will serve to support the Special Education Manager with administrative tasks including compliance, chairing multidisciplinary (MDT) meetings and ensuring academic progress for students participating in special education programs.</p>				
<p><u>Qualifications:</u></p> <ul style="list-style-type: none"> ○ 100% of Special Education Coordinators and Managers had Bachelor's Degrees and Special Education Certification. One coordinator and the Special Education Manager held a Masters in Special Education. ○ 100% of Dedicated Aides were highly qualified Paraprofessionals 				
Special Education Team				
Last Name	First Name	Campus	Role	
Beckles	Melanney	OK/Southwest/Rocketship Rise	Asst Mgr/SPED Coordinator	
Ucles	Juan	Southwest, Columbia Heights	SPED Teacher	
Leigh	Sims	Douglas Knolls/Parklands	SPED Coordinator	
Sheehan	June	Oklahoma Ave/Douglas Knolls/Parklands	SPED Teacher	
Umansky	Jenna	All Campuses	SPED Manager	
Scott	Kendra	Parklands/OK/Southwest/Columbia Heights	Speech Language Pathologist	

School Aide - Responsibilities and Qualifications			
<p><u>Responsibilities:</u> The early childhood school aide supports both instruction and other school operations.</p>			
<p><u>Qualifications:</u></p> <ul style="list-style-type: none"> ○ 50% of School Aides held Bachelor's Degrees ○ 100% of School Aides had prior experience supporting school operations 			
School Aides			
Last Name	First Name	Campus	
Deal	Denise	Oklahoma Ave	
Hayes	Tazzley	Southeast	
Prather	Sandra	Southeast	
Brown	Patrice	Columbia Heights	

Social Worker - Responsibilities and Qualifications			
Responsibilities: The Social Worker supports teachers, administrators, families and staff in ensuring that AppleTree Early Learning Public Charter School (AELPCS) provides optimal support to all children, especially those who need extra support in developing social competencies and those with challenging home situations.			
Qualifications: <ul style="list-style-type: none"> ○ 100% of Social Workers held Masters Degrees in Social Work ○ 100% held at least a LGSW licensure (most have LICSWs) 			
Social Worker			
Last Name	First Name	Campuses	
Heller	Laura	Columbia Heights/Southwest	
Brown	Tandra	Douglas Knolls/Parklands	
Perez	Allie	Lincoln Park/Oklahoma Ave	

AELPCS Home Office Leadership Team - Responsibilities and Qualifications			
Responsibilities: The school's home office leadership team is responsible for supervising the implementation of the many programs that support the school. The team is led and supervised by the Chief of Schools.			
Qualifications: <ul style="list-style-type: none"> ○ 100% of the School's Leadership team hold Masters Degrees 			
AELPCS Home Office Leadership Team			
Last Name	First Name	Role	
Zummo Malone	Anne	Chief of Schools	
Miles	Jamie	Chief Academic Officer	
Trentman	Allison	Director of Student Support Services	
Wilder	ChaQuan	Language Acquisition and Family Literacy Manager	
Nkansah	Amponsah	Director of Instructional Leadership	
Kimport	Rebecca	Director of Professional Development and Data	
Lane	Jess	Instructional Coach – Oklahoma Ave	
Hindes	Erin	Instructional Coach – Southwest and Columbia Heights	
Wilson	Michael	Director of Strategic Growth and Leadership Development	
Beale	Khendall	Extended Day Coordinator	
Tucker	DeVon	Operations Coordinator	

APPENDIX B: BOARD ROSTER 2017-2018

AppleTree Early Learning PCS Board Members				
Name	Committee	DC Resident?	Date of Appt	Date Appt Expires
Karen Davenport	Governance	Yes	2008	2019
Matthew Downs	Governance	Yes	2008	2019
Bridget Bradley Gray	Finance	No	2008	2019
Celia Martin	Finance	No	2005	2019
Jack McCarthy	Board Chair	No	2005	2019
Andrea Montgomery	Parent	Yes	2017	2019
Brian Oliver	Parent	Yes	2017	2018
Skylé Pearson	Governance	Yes	2009	2019
Paula Young Shelton	Governance	Yes	2005	2019

APPENDIX C: USE OF AT-RISK FUNDS

AppleTree used funding from the at-risk funds in several ways to support the overall academic program, including;

- Funding the cost of breakfast/lunch and snacks that are not covered by the NSLP reimbursements or payments from parents.
- Funding for the additional costs of before care and aftercare (starting at 7:30 am and ending at 6:00pm) for all parents who choose it
- Funding to provide 24 Teaching Fellows with one-year on on-site coaching and professional development.

**APPENDIX D: UNAUDITED FINANCIAL STATEMENT, YEAR-END
2017-2018**

AppleTree Early Learning	
Income Statement	
July 2017 through June 2018	
Income Statement	Actual
Revenue	
State and Local Revenue	12,609,085
Federal Revenue	1,079,451
Private Grants and Donations	492,549
Earned Fees	314,044
Donated Revenue	4,356
Total Revenue	14,499,484
Expenses	
Salaries	7,993,157
Benefits and Taxes	2,106,859
Contracted Staff	(732,912)
Staff-Related Costs	113,933
Rent	1,445,412
Occupancy Service	517,129
Direct Student Expense	950,192
Office & Business Expense	818,766
Donated Expense	4,356
Contingency	1
Total Expenses	13,216,892
Operating Income	1,282,592
Extraordinary Expenses	
Interest	19,369
Depreciation and Amortization	403,216
Total Extraordinary Expenses	422,585
Net Income	860,007

APPENDIX D: APPROVED 2018-2019 BUDGET

AppleTree Early Learning FY19 Budget	
	SY18-19
Revenue	
State and Local Revenue	12,838,746
Federal Revenue	1,035,404
Private Grants and Donations	450,600
Earned Fees	339,591
Revenue Total	14,664,341
Expenses	
Salaries	8,902,896
Benefits and Taxes	2,212,203
Contracted Staff	(679,163)
Staff-Related Costs	77,441
Rent	815,917
Occupancy Service	464,034
Direct Student Expense	852,982
Office & Business Expense	718,687
Expenses Total	13,364,997
NET ORDINARY INCOME	1,299,345
Extraordinary Expenses	
Depreciation and Amortization	569,506
Interest	143,330
Extraordinary Expenses Total	712,836
TOTAL EXPENSES	14,077,834
NET INCOME	586,509