



ACHIEVEMENT
PREP

A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL
Building a Foundation to Leave a Legacy

Annual Report

School Year 2017 - 2018

Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college and beyond.

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Board Chair: Jason Andrean

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I. School Description

A. Mission Statement

Achievement Prep’s mission is to prepare students 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:

- 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 the partnership with our parents.

B. School Program

1. Curriculum Design and Instructional Approach

In the 2017–18 School Year, Achievement Prep served 151 scholars in PK3 & PK4, 335 scholars in grades K–3 and 476 scholars in grades 4–8. 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 chosen curricular materials that support scholars’ success in these standards.

Learning Standards

The Common Core State Standards (Common Core) provide the framework for Achievement Prep’s content standards. Achievement Prep staff work strategically and relentlessly to ensure that scholars master all of the Common Core clear and rigorous academic standards. The Next Generation Science Standards (NGSS) provide the framework for our science classes and the DC History Content and Learning Standards guide our history courses.

Curriculum

Achievement Prep’s academic program rests upon a rigorous Common Core standards-based curriculum focused on English language arts, mathematics, science, and social studies/history, and is designed to dramatically accelerate the learning of scholars. Achievement Prep uses curricular resources in the math and ELA courses that have proven success in other excellent schools serving a similar population of students.

English Language Arts

Achievement Prep scholars take double periods of English language arts instruction. 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 ensures 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 we meet 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.

During the 2017–18 School Year, Achievement Prep’s Middle School employed a full-time reading specialist to address phonemic awareness and decoding gaps. This individual worked with small groups of scholars for hour-long sessions each day of the week in order to provide intense remediation.

At our Elementary School, Achievement Prep continued the use of the I-Ready program, a computer adaptive reading intervention curriculum built to address the Common Core that provides rigorous, on-grade-level instruction and practice. The Elementary School also used Reading Mastery, a program delivered to small groups that reinforces strong phonics and decoding skills.

The decision to ensure additional small group and targeted interventions was a direct response to previous years’ data and our focus on meeting the needs of all of our scholars.

In addition, Achievement Prep’s Elementary Campus engaged in a partnership with Reading Partners and AARP Experience Corps to provide additional one-on-one and small group support to a cohort of struggling readers.

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. Scholars who demonstrated the need for intense fluency remediation were enrolled in a class with the reading specialists at the Middle School, or a remedial small-group for I-Ready, Reading Mastery and Guided Reading at the Elementary School.

The teacher exposed scholars with smaller gaps to a balanced approach of modeled fluency and individual fluency practice in the classroom setting. An emphasis was also placed on incorporating text throughout all courses so scholars had more opportunities to improve their reading fluency.

Vocabulary

Achievement Prep adheres to the philosophy that vocabulary is best built through independent reading. 20 minutes of every day is dedicated to “Drop Everything and Read”

(DEAR). In addition, all scholars are 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 to complete a reading log documenting his/her reading for the evening.

In addition to independent vocabulary acquisition, Achievement Prep utilizes the Frayer Model to introduce new vocabulary to scholars. These new words are reinforced through the incorporation of word walls in every classroom and in community spaces.

Achievement Prep's Middle School Campus also utilized the Vocabulary.com program to reinforce new vocabulary words introduced during English Language Arts modules.

Comprehension

As the Common Core requires more and more complex analysis of text as the grades advance, development of strong comprehension skills is built into our daily targeted-intervention tutoring block called Results. Scholars work in small groups with a teacher to improve comprehension and fluency. Basic comprehension practice is also built into all courses through the analysis of text, and on all homework assignments.

Writing

In addition to the five key components of strong reading instruction, Achievement Prep offers a rigorous writing curriculum that teaches scholars to write with excellent organization, elaboration, and flow in multiple genres. Achievement Prep follows the Common Core writing standards for all grades. Because the best way to improve one's writing is by writing, scholars write every day in class and at home. Scholars 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.

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 8th grade scholars focus on a combination of the 8th grade Common Core mathematics standards, as well as, foundational algebraic content and skills.

Science

The goal of Achievement Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out scientific investigations. 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 teaching scholars to ask questions. Scholars are encouraged to complete research and build models to gain a deeper understanding of the concepts addressed in the course.

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.

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 status, or special education status, can participate fully and thrive academically. Achievement Prep selected curricular 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 frequent assessment schedule 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 teachers to make appropriate curricular adjustment 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.

In addition, Achievement Prep has built a structured intervention or enrichment tutoring period into the daily schedule. Teachers review data on a weekly basis in a collaborative setting in order to form class rosters and instructional plans that meet 100% of scholars where they are. This period, called Results, allows an opportunity for scholars to receive remediation or extension based on current data points. Results also provides teachers with the regular time and space to implement data-driven action plans.

AppleTree @ Achievement Prep

Achievement Prep partnered with AppleTree Institute in 2016-2017 to operate seven PreK3 and PreK4 classrooms. AppleTree Institute has a documented history of effectively implementing early learning programs with substantiated progress of student achievement.

AppleTree implements a comprehensive preschool instructional model, Every Child Ready (ECR), developed by AppleTree Institute through a prestigious i3 grant from the United States Department of Education. ECR includes three tightly integrated elements of curriculum, professional development, and assessment to help children build the cognitive and non-cognitive skills they need to enter the primary grades ready to thrive.

2. Parental Involvement – 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, scholars, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high scholar achievement. Achievement Prep views parents as partners, believing that scholars attach more educational success when schools and families work together to motivate, socialize, and educate scholars. Staff regularly communicates with families about their scholar's progress. In return, parents are expected to attend parent-teacher conferences and ensure that their scholar attends school regularly and promptly.

Achievement Prep sponsors monthly family events, where we welcome families into the school for food, activities, and community building. We 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 strengthen the partnership between family and school.

II. School Performance

A. Performance and Progress

1. Meeting the Mission

Achievement Prep is meeting part of its mission to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. All of our graduating 8th graders have been promoted and accepted into selective and highly competitive high schools in Washington, D.C., as well as prestigious private and boarding schools across the country. Our third graduating class graduated from high school in 2018, and 100% are attending a 2 or 4 year university or college in the Fall of 2018.

We are working diligently to improve the PARCC and MAP test scores of 100% of our scholars to specifically address the part of our mission that focuses on high-achievement. While our scores have been lower than what the school deems acceptable, we believe that both instructional and programming decisions will help regain our status as a high-achieving school in the near future.

Key Mission-Related Programs

Achievement Prep is working to meet its mission through the following network-wide mission-related programs:

Making College a Reality

The primary goal of Achievement Prep is to provide a rigorous academic environment in which all students can achieve excellence. Our program puts all students on a college preparatory track. Beginning in kindergarten, Achievement Prep scholars are exposed to the idea of college, the hard work it takes to be successful in college, and the fact that all they do each day is preparing them to attend and graduate from college. All of our scholar advisories are named after a Platinum Teacher's college/university alma mater. We refer to each grade

of scholars by the year they will graduate from college. Our goal is 100% college acceptance and graduation.

Be the DREAM – Character and Leadership

This program is integral to Achievement Prep’s mission and is based on 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.”

Laser Focus on Language Arts

Achievement Prep scholars have three times the amount of ELA instruction in comparison to their peers. Scholars receive three hours of literacy instruction each day. At our Elementary School, scholars receive literacy instruction in small groups, whole class, and via independent technology learning. By middle school, scholars are reading and analyzing multi-page papers, and providing written analysis of complex topics.

Extended School Day and School Year

All Achievement Prep scholars participate in an extended school year and school day program. Scholars at both campuses attended school for 182 days in the academic year with extended hours each day with scholars in school from 8:00am – 4:15 pm. This extended time throughout the school year and almost 2 hours more of instructional time each day than the traditional public schools, allows additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning.

Exemplary Teaching Staff

Teachers are the greatest levers of change. We commit to having a high-quality teacher in front of our scholars at all times. Our teachers are a determined team of educators who push one another to create and to sustain an outstanding environment for teaching and learning. We are driven by a belief that the quality of our instruction has the most immediate impact on our ability to achieve our mission.

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 2017-2018, the school provided high quality professional development prior to the start of school with a 4-week Summer Institute, and during the school year through 2.5 hours weekly professional development sessions, 8 full-day professional development days, weekly observations, and bi-weekly 45-minute individual meetings to build instructional skills, knowledge, and strategies.

In addition, a large emphasis was placed on analyzing videos clips of instruction during the 2017–18 School Year. These video analysis sessions took place with the teachers and co-

directors during individual meetings and in larger, whole-staff professional development sessions.

Achievement Prep also invested in the Whetstone Professional Learning Platform to ensure that teacher goals, feedback, and development opportunities were captured and documented in an organized and efficient manner.

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 symbolic 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.

J-Factor

Joy (J-Factor) is a cornerstone of each of our schools. Achievement Prep scholars love learning and knowing that each day they are “getting their brains stronger.” We infuse joy and excitement into our learning via chants, songs, and advisory calls. We also know that it is important to recognize scholars for their hard work, so we are always celebrating scholars with weekly recognitions and awards. Scholars enjoy “Preppie and Proud” Wednesdays, where the afternoon is about celebrating them! Scholars participate in the weekly Preppie and Proud event, visit the DREAM store, earn Century Club, Scholars Ballers are recognized, and they receive “you just never know” trips and awards.

2. Meeting the Goals and Academic Achievement Expectations in the Charter

Achievement Prep underwent its ten-year review by the DC Public Charter School Board (PCSB) during the 2017–18 School Year. The PCSB granted Achievement Prep Middle School continuance based on its previous five years of performance. Achievement Prep’s Elementary Campus was granted continuance with conditions that addressed overall PMF performance and accreditation.

Student Achievement

PARCC

In the 2017-2018 School Year, all scholars in grades 3 - 8 at Achievement Prep took the statewide assessment, PARCC. Data from PARCC revealed that 18% of our scholars met or exceeded expectations for grade-level learning standards in English language arts/literacy. Additionally, 11% of our scholars met or exceeded expectations for grade-level learning standards in mathematics.

AppleTree @ Achievement Prep

The Every Child Ready Math curriculum-based measure (ECR:M) was created to align closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable information to teachers and families on areas of strength and

challenge in children’s mathematical development. The ECR:M assessment measures skills in the areas of: number concepts (such as identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs. At Achievement Prep, 87.4% of preschool and pre-K students met the goals for growth and/or achievement in May 2018.

The ECR Language and Literacy (ECRL) assessment measures students’ progress on the Every Child Ready Standards for language and literacy. Teachers administer this assessment one-on-one five times per year in order to measure the language and literacy skills children acquire and that are important for learning to read. Some of these skills include: phonological awareness, understanding the parts of a book, using descriptive language, and narrative comprehension. At Achievement Prep, 91.1% of students met the goals for growth and/or achievement in ECRL.

The Classroom Assessment Scoring System (CLASS) is an observational instrument to assess classroom quality. The CLASS tool was designed at the University of Virginia and is used to measure classroom quality of early childhood programs across the country. OSSE adopted CLASS as a classroom quality measure for all pre-K programs in 2015. OSSE conducts the CLASS observation once per year, and observed at Achievement Prep on February 14th and 20th. Classrooms are scored on three domains; emotional support, classroom organization, and instructional support. OSSE sets different floor and target scores based on the domain. Scores are weighted over two years with 70% weight given to the current observation and 30% weight given to the scores from 2016-2017.

| Domain | Floor | Target | APA’s Average: |
|------------------------|--------------|---------------|-----------------------|
| Emotional Support | 4.5 | 6 | 5.97 |
| Classroom Organization | 4.5 | 6 | 5.65 |
| Instructional Support | 2 | 4 | 3.04 |

Lessons Learned and Actions Taken

The greatest lesson learned through our analysis of the 2017–18 School Year’s PARCC data is how we needed to make further development and programming adjustments so that our teachers received what they needed as it relates to further content development, and so that our scholars were spending every minute in a way that most promoted accelerated learning. During the 2017–18 School Year we underwent a significant organizational restructuring that shifted large amounts of funds from our Network Office to our campuses. This additional money assigned to campus budgets was spent on hiring Assistant Principals of Instruction and Assistant Principals of Culture at each campus. In addition, the position of Dean of Teacher Effectiveness (DTE) was created to increase the frequency and effectiveness of instructional coaching in all departments. DTEs carry a caseload of no more than six teachers and are able to observe each teacher and meet with them at least once a week, with more frequent touch points being routine.

One immediate lesson we will be implementing during the 2017-2018 School Year is to spend a tremendous amount of time developing the instructional strategies knowledge of our teachers. We observed multiple teachers struggling to implement the curriculum in a way that was truly responsive to data as a result of limited knowledge of a variety of instructional

strategies. We are confident that the change in structure at the campuses will allow for this development to occur at a much faster rate than in previous years.

In addition to changing the personnel structure, we have invested in the I-Ready program for both reading and math in order to provide blended learning opportunities and resources for remediation and extension.

Our math programming also changed. We have adjusted our problem-solving period to provide scholars access to both I-Ready math, a computer-based program and Math Story Problems, a program developed by Achievement First Schools. This programming shift allows for scholars and teachers to work in small groups addressing scholar specific needs and levels.

2017-2018 MAP testing saw much improved results over our previous years. Our CGP in ELA improved from a 33 in 2017 to a projected CGP of 46* in 2018. Our math CGP also went from a 47 in 2017 to a projected CGP of 58* in 2018. This double-digit growth can be attributed to our flexibility grouping, targeted instruction, co-planning time and small group intervention. We are excited to continue to demonstrate growth in this area.

*2018 CGPs are still awaiting PCSB approval at the time of submission of this report.

B. Unique Accomplishments

Achievement Prep had the opportunity to continue critical partnerships in 2017-18 including Reading Partners and Experience Corps at the Elementary School and City Year at the Middle School.

Reading Partners

The collaboration with Reading Partners allowed us identify and focus on scholars who were six months or more behind grade level in reading. Once identified, Reading Partners delivered individualized one-on-one tutoring twice a week for 45 minutes, following a structured curriculum. Working one-on-one with their tutors, scholars who were once struggling in many subjects become proud, confident readers, excited about learning and ready for success.

Experience Corps

Through our partnership with AARP, we were able to identify 30 scholars who were more than one grade level behind and have them work one to two times per week with an individual tutor who supported fluency.

City Year

City Year works to bridge the gap in high-poverty communities between the support that scholars actually need, and what their schools are designed and resourced to provide. In doing so, they help increase graduation rates across the country, and change the lives of the scholars they serve. Over the course of the 2017-18 School Year, City Year provided extensive partnership in the following ways:

- Provided one-on-one group tutoring before, during, and after school to help scholars work through their academic challenges
- Ran service projects to give students a positive and safe activity to participate in
- Led energetic morning greetings for the whole school to create a more encouraging learning environment
- Partnered with a lead teacher to support classroom instruction throughout the school year

Achievement Prep greatly appreciated the opportunity to partner with Reading Partners, Experience Corps and City Year to provide our scholars and their families additional, targeted academic and social-emotional support during the 2017-18 School Year.

In addition to exciting partnerships, Achievement Prep celebrated its 10th year of operation during the 2017-2018 school year. A gala to honor the hard work and achievements of the organization was held in April and widely supported by city officials, members of the DC Charter community, media members, and alumni.

C. List of Donors

The following donors contributed monetary donations having a value equal to or exceeding \$500 during the 2017-18 school year.

| Date | Name | Amount |
|-------------|--------------------------------|---------------|
| 01/18/2018 | James LaTorre | 5,000.00 |
| 12/24/2017 | John Mahaffie | 1,650.00 |
| 06/10/2018 | Ursula Wright | 720.20 |
| 09/07/2017 | Mid Atlantic Dairy Association | 2,820.00 |
| 01/18/2018 | Pepco | 2,500.00 |
| 01/18/2018 | Cultured Magazine, LLC | 500.00 |

III. Appendices

A. Data Report

Elementary School Campus:

SY 2017-18 Campus Data Report

| Source | Data Point |
|--------|---|
| PCSB | LEA Name: Achievement Preparatory Academy PCS |
| PCSB | Campus Name: Achievement Preparatory Academy PCS – Wahler Place Elementary School |
| PCSB | Grades served: PK3 – 3 |
| PCSB | Overall Audited Enrollment: 486 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|----|-------------|-------|-------|
| Student Count | 75 | 76 | 79 | 78 | 81 | 97 | 0 | 0 | 0 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Alternative | 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: 182 |
| PCSB | Suspension Rate: 6.0% |
| PCSB | Expulsion Rate: 0.0% |
| PCSB | Instructional Time Lost to Out-of-School Suspension Rate: 0.07% |
| PCSB | In-Seat Attendance: 89.3% |
| PCSB | <p>Average Daily Attendance: The SRA requires annual reports to include school’s average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.</p> |

| | |
|-------------------|--|
| | (No action necessary). |
| PCSB | Midyear Withdrawals: 8.4% (41 students)* |
| PCSB | Midyear Entries: 0.2% (1 student)* |
| PCSB | Promotion Rate (LEA): 98.9% |
| PCSB (SY16-17) | College Acceptance Rates: Not Applicable |
| PCSB (SY16-17) | College Admission Test Scores: Not Applicable |
| PCSB (SY16-17) | Graduation Rates: Not Applicable |

Faculty and Staff Data Points

| | |
|--------|---|
| School | Teacher Attrition Rate: 54% |
| School | <p>Number of Teachers: 30</p> <p>“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.</p> |
| School | <p>Teacher Salary</p> <ol style="list-style-type: none"> 1. Average: \$51,441.80 2. Range – <p style="padding-left: 40px;">Minimum: \$40,000</p> <p style="padding-left: 40px;">Maximum: \$72,356</p> |

Middle School Campus:

SY 2017-18 Campus Data Report

| Source | Data Point |
|--------|---|
| PCSB | LEA Name: Achievement Preparatory Academy PCS |
| PCSB | Campus Name: Achievement Preparatory Academy PCS – Wahler Place Middle School |
| PCSB | Grades served: 4 – 8 |
| PCSB | Overall Audited Enrollment: 476 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|-----|-----|----|----|----|----|-------------|-------|-------|
| Student Count | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 105 | 106 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Alternative | Adult | SPED* |
| Student Count | 91 | 75 | 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: 182 |
| PCSB | Suspension Rate: 9.5% |
| PCSB | Expulsion Rate: 0.21% |
| PCSB | Instructional Time Lost to Out-of-School Suspension Rate: 0.19% |
| PCSB | In-Seat Attendance: 92.2% |
| PCSB | <p>Average Daily Attendance: The SRA requires annual reports to include school’s average daily membership.</p> <p>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).</p> |
| PCSB | Midyear Withdrawals: 5.3% (25 students)* |
| PCSB | Midyear Entries: 0.2% (1 student)* |

| | |
|-------------------|--|
| | |
| PCSB | Promotion Rate: 98.9% |
| PCSB (SY16-17) | College Acceptance Rates: Not Applicable |
| PCSB (SY16-17) | College Admission Test Scores: Not Applicable |
| PCSB (SY16-17) | Graduation Rates: Not Applicable |

Faculty and Staff Data Points

| | |
|--------|---|
| School | Teacher Attrition Rate: 44% |
| School | <p>Number of Teachers: 38</p> <p>“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.</p> |
| School | <p>Teacher Salary</p> <ol style="list-style-type: none"> 1. Average: \$63,122.58 2. Range – <ul style="list-style-type: none"> Minimum: \$40,000 Maximum: \$89,218 |

B. Achievement Prep Staff Roster

Achievement Prep Staff Roster

| | |
|---------------------------|--|
| Abney, Christina | Art Teacher – Middle |
| Ali-Travers, Queen-Icisis | 6 th Grade Math Teacher – Middle |
| Allen, Angela | 3 rd Grade Lead Teacher – Elementary |
| Allen, Robert | Dean of Solutions – Middle |
| Allen, Tiffani | Social Worker – Elementary |
| Alvin, Tyrone | Dedicated Aide – Middle |
| Atkinson, Charles | Dean of Solutions – Elementary |
| Barber, Yolanda | Dean of Curriculum and Instruction – Middle |
| Barnes, Laquetta | Copy and Print Associate – Network |
| Birch, Trinita | 1 st Grade Lead Teacher – Elementary |
| Bonnette, James | Culture Specialist – Elementary |
| Brown, Nikeitha | Dean of Curriculum and Instruction – Elementary |
| Brown, Norman | 6 th Grade History Teacher – Middle |
| Bunch-Thompson, Kianga | 4 th Grade Math Teacher – Middle |
| Cannon, Susie | Chief Academic Officer - Network |
| Cesar, Dominique | Kindergarten Associate Teacher – Elementary |
| Chew, Jeremy | Self-Contained Aide – Elementary |
| Clark, TanNecia | Kindergarten Lead Teacher – Elementary |
| Cole, Jason | Facilities Associate – Network |
| Cooke, Greg | 7 th Grade Math Teacher – Middle |
| Couch, Robin | Reading Specialist – Middle |
| Davis, Rufus | Scholar Safety Monitor – Network |
| DeGuzman, Elbert | Scholar Support Teacher – Middle |
| Diamantes, Nikki | Chief of Staff – Network |
| Donnellky, Rebecca | 8 th Grade ELA Teacher – Middle |
| Evans, Valerie | Chief Talent Officer - Network |
| Ford, Phillip | 2 nd Grade Associate Teacher – Elementary |
| Foster, Tracy | Chief of Schools – Network |
| Fowler, Isheia | Dean of Solutions – Middle |
| Fowler, Ivey | Dedicated Aide – Middle |
| Frandoni, Kaitlyn | Self-Contained Lead Teacher – Elementary |
| Gaffney, Caldwell | Dean of High School Placement – Middle |
| Gaines, Gregory | Chief Operating Officer – Network |
| Gallemore, Tony | Dean of Solutions – Elementary |
| Garbee, Page | Art Teacher – Elementary |
| Genson, Christopher | Facilities Manager – Network |
| Golden, KeShanda | Scholar Support Teacher – Middle |
| Gonzalez, Enjoli | Scholar Support Coordinator and Teacher – Elementary |
| Gupta, Chandini | 5 th Grade Math Teacher – Middle |
| Hamlin, Steaven | Director of Scholar Support – Network |
| Harrell, Erica | Principal – Middle |
| Harris, Brittany | Kindergarten Associate Teacher – Elementary |
| Harris, Stephone | Operations Coordinator – Middle |
| Herron, Nakita | 5 th Grade ELA Teacher – Middle |

| | |
|----------------------|---|
| Hill, Randall | 6 th Grade ELA Teacher – Middle |
| Hoffman, Margo | 5 th Grade ELA Teacher – Middle |
| Holliday, Sabrina | Culture Associate – Elementary |
| Jackson, Shanice | Cafeteria Coordinator – Middle |
| Jackson, Taylor | 6 th Grade Math Teacher – Middle |
| Johnson, Danielle | Director of Impact – Network |
| Jones, Keisha | Scholar Support Teacher – Elementary |
| Kirkland, Kimmie | Office Coordinator – Middle |
| Lappi, Jake | Director of Academic Support – Network |
| Lomax, Cyrkle | Scholar Support Coordinator – Middle |
| Martin, Marielle | 2 nd Grade Lead Teacher – Elementary |
| Matthews, Frank | 8 th Grade Science Teacher – Middle |
| McClain, Brandon | 8 th Grade Math Teacher – Middle |
| McDuffie Jr., Damion | 3 rd Grade Associate Teacher – Elementary |
| McNeely, Aaliyah | 1 st Grade Lead Teacher – Elementary |
| McQueen, Nefatera | Technology Teacher – Elementary |
| Moorer, Shanell | 1 st Grade Lead Teacher – Elementary |
| Morrow, Samantha | 7 th Grade ELA Teacher – Middle |
| Murphy, Robert | Managing Director of Curriculum and Instruction – Network |
| Newton, Raven | Self-Contained Lead Teacher – Middle |
| Okorie, Tiffany | 3 rd Grade Lead Teacher – Elementary |
| Otto, Robert | Scholar Support Teacher – Middle |
| Paen, Megan | Talent Coordinator – Network |
| Patterson, Amorita | 6 th Grade ELA Teacher – Middle |
| Penn, Allen | Scholar Support Teacher – Elementary |
| Pickett, Tremaine | Instructional Coach – Middle |
| Pierce, Brian | Scholar Support Teacher – Elementary |
| Proctor, Porshia | 2 nd Grade Lead Teacher – Elementary |
| Quarles, Aaron | Self-Contained Aide – Middle |
| Quarles, Bria | 3 rd Grade Lead Teacher – Elementary |
| Roache, Marcel | Facilities Management Associate – Network |
| Romeo, Norman | Food Services Associate – Network |
| Samuel, Desiree | 4 th Grade ELA Teacher – Middle |
| Scott, Tommesha | Office Coordinator – Elementary |
| Selby, Laverne | Cafeteria Coordinator – Elementary |
| Sessions, Jayson | Dedicated Aide – Elementary |
| Seymour, Nathan | Physical Education Teacher – Middle |
| Seymour, Megan | School Counselor – Elementary |
| Shields, Edward | Scholar Support Teacher – Middle |
| Singleton, Tamiko | Special Assistant to the CEO – Network |
| Smith, Justin | Dedicated Aide – Elementary |
| Smith, Marcus | Kindergarten Lead Teacher – Elementary |
| Smith, Peter | Special Projects Coordinator – Network |
| Stephens, Carissa | 2 nd Grade Associate Teacher – Elementary |
| Strawser, Ashley | 2 nd Grade Lead Teacher – Elementary |
| Sturdivant, Melody | Spanish Teacher – Middle |
| Swann, A'Keisha | 4 th Grade ELA Teacher – Middle |
| Taliaferro, Camerra | Enrollment Coordinator – Network |

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|--------------------|--|
| Terry, Jemia | 1 st Grade Associate Teacher – Elementary |
| Thigpen, LaShonda | 3 rd Grade Lead Teacher – Elementary |
| Thompson, Imani | 5 th Grade Math Teacher – Middle |
| Tilghman, Tanya | Director of Special Projects – Network |
| Tillery, LeAndrew | Dedicated Aide – Middle |
| Timberlake, Tony | Physical Education Teacher – Elementary |
| Valverde, Sarah | Dean of Curriculum and Instruction – Elementary |
| Veale, Michael | 7 th Grade History Teacher - Middle |
| Veney, Tiara | Instructional Support Teacher – Middle |
| Vincent, Theorn | 5 th Grade Science Teacher – Middle |
| Warner, Robin | School Counselor – Middle |
| Williams, Brittney | Scholar Support Teacher – Middle |
| Williams, Latrice | Dedicated Aide – Middle |
| Wilson, Rochelle | Director of Culture and Climate – Network |
| Winsor, Devon | 1 st Grade Lead Teacher – Elementary |
| Woodall, Perry | Kindergarten Lead Teacher – Elementary |
| Wright, Shantelle | Chief Executive Officer – Network |

Achievement Prep Staff Qualifications

- 100% of teachers hold Bachelor’s degrees
- 15% of teachers have a Master’s degree
- 50% of support staff have a Bachelor’s
- 35% of support staff have a Master’s
- 86% of administrators have a Master’s
- 100% of Network Senior Leaders have a Master’s

AppleTree @ Achievement Prep Staff Roster

| | |
|----------------------------|------------------------|
| Agbara, Ngozi | Lead Teacher |
| Allen, Amber | Teaching Assistant |
| Brown, Patrice | School Aide |
| Dannah, Shanquette | Operations Coordinator |
| Dowdy, Danielle | Lead Teacher |
| Egbuniwe, Pamela | Lead Teacher |
| Ferguson-Kelly, Markita | Lead Teacher |
| Hall, Kortney | Teaching Fellow |
| Langley, Shaquira | Lead Teacher |
| Legister, Shivelle | Lead Teacher |
| LeSane, Jenae | Lead Teacher |
| Lewis, Marquis | Teaching Assistant |
| McFarlane, Sharrie | Lead Teacher |
| Mills, Aja | Principal |
| Rajwani, Roshini | Lead Teacher |
| Robinson-Bernard, Brittany | Lead Teacher |
| Robinson, Angelique | Teaching Assistant |
| Shea, Danielle | Lead Teacher |
| Sieg, Sabrina | Lead Teacher |
| Smith, Jazzanea | Teaching Fellow |

Thomas, Ebone'
Thomas, Nicole
Wise, Heather

Lead Teacher
Lead Teacher
Teaching Assistant

C. At-Risk Funding

At-Risk funding in 2017-18 was used for the following:

- To provide scholars additional social-emotional support by adding a mental health clinician to each campus
- To add culture aides to the Elementary School
- To add a Chief of Scholar Support to the Network Office to support scholars and families at both the Elementary School and the Middle School
- To provide whole staff training and professional development through the TACT II training program

D. 2017-18 Board Roster

- Taimarie Adams, Secretary, MD Resident, Joined 3/16, Term Ends 3/19
- Jason Andrean, Chair, DC Resident, Joined 11/15, Term Ends 12/18
- Rufus Davis, Parent, DC Resident, Joined 12/16, Term Ends 12/19
- Patricia Grant, MD Resident, Joined 10/17, Term Ends 10/20
- John Mahaffie, DC Resident, Joined 6/16, Term Ends 6/19
- Nicole Nell, Parent, DC Resident, Joined 12/16, Term Ends 12/19
- Barbara Nophlin, Vice Chair, DC Resident, Joined 3/16, Term Ends 3/19
- Stephanie Oliveras, Treasurer, DC Resident, Joined 9/19, Term Ends 9/19
- Kenneth Ward, DC Resident, Joined 10/19, Term Ends 10/20
- Shantelle Wright, Ex-officio, Founder and CEO
- Ursula Wright, MD Resident, Joined 3/17, Term Ends 3/20

E. Unaudited Year End Financial Statements

Achievement Preparatory Academy Profit and Loss July 2017 - June 2018

| Forecast | | |
|-------------------------|-------------------------------------|-------------------|
| Income Statement | | TOTAL |
| Revenue | | |
| | State and Local Revenue | 17,993,647 |
| | Federal Revenue | 1,432,608 |
| | Private Grants and Donations | 16,038 |
| | Earned Fees | 80,567 |
| | Total Revenue | 19,522,861 |
| Expenses | | |
| | Salaries | 7,625,049 |
| | Benefits and Taxes | 1,218,275 |
| | Contracted Staff | 379,300 |
| | Staff-Related Costs | 152,155 |
| | Occupancy Service | 626,982 |
| | Direct Student Expense | 1,354,402 |
| | Office & Business Expense | 3,767,627 |
| | Total Expenses | 15,123,789 |
| Operating Income | | 4,399,072 |
| Extraordinary Expenses | | |
| | Interest | 1,443,560 |
| | Depreciation and Amortization | 1,454,999 |
| | Total Extraordinary Expenses | 2,898,559 |
| Net Income | | 1,500,512 |

Achievement Preparatory Academy
Balance Sheet as of
June 30, 2018

| | | | |
|---------------------------------|---------------------|-------------------------------|-----------------|
| Achievement Preparatory Academy | | | |
| FY18 Financials | | | |
| | | | |
| Balance Sheet | | | 6/30/18 |
| Assets | | | Year End |
| Assets | | | |
| | Current Assets | | |
| | | Cash | 10,209,459 |
| | | Accounts Receivable | 260,494 |
| | | Other Current Assets | 160,992 |
| | | Intercompany Transfers | 0 |
| | | Total Current Assets | 10,630,944 |
| | Noncurrent Assets | | |
| | | Facilities, Net | 30,370,404 |
| | | Operating Fixed Assets, Net | 817,686 |
| | | Total Noncurrent Assets | 31,188,090 |
| | Total Assets | | 41,819,034 |
| | | | |
| Liabilities and Equity | | | Year End |
| Liabilities and Equity | | | |
| | Current Liabilities | | |
| | | Accounts Payable | 137,026 |
| | | Other Current Liabilities | -141,486 |
| | | Accrued Salaries and Benefits | 143,220 |
| | | Total Current Liabilities | 138,759 |
| | Equity | | |
| | | Unrestricted Net Assets | 5,739,311 |
| | | Net Income | 1,500,512 |
| | | Total Equity | 7,239,824 |

| | | | |
|--|------------------------------|-----------------------------|------------|
| | Long-Term Liabilities | | |
| | | Senior Debt | 35,257,846 |
| | | Other Long-Term Liabilities | -817,395 |
| | | Total Long-Term Liabilities | 34,440,451 |
| | Total Liabilities and Equity | | 41,819,034 |

F. FY19 Budget

| | | |
|---------------------------------|------------------------------|----------------|
| Achievement Preparatory Academy | | |
| FY19 Budget | | |
| | | SY18-19 |
| Revenue | | |
| | State and Local Revenue | 17,297,227 |
| | Federal Revenue | 1,323,050 |
| | Private Grants and Donations | 10,000 |
| | Earned Fees | 62,761 |
| | Revenue Total | 18,693,037 |
| Expenses | | |
| | Salaries | 8,934,392 |
| | Benefits and Taxes | 1,390,039 |
| | Staff-Related Costs | 146,520 |
| | Occupancy Service | 753,148 |
| | Direct Student Expense | 1,433,813 |
| | Office & Business Expense | 3,933,155 |
| | Expenses Total | 16,591,068 |

| | | |
|----------------------------|-------------------------------|-------------------|
| NET ORDINARY INCOME | | 2,101,970 |
| Extraordinary Expenses | | |
| | Depreciation and Amortization | 1,308,031 |
| | Interest | 1,625,497 |
| | Extraordinary Expenses Total | 2,933,528 |
| TOTAL EXPENSES | | 19,524,596 |
| NET INCOME | | (831,558) |