



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL

*Transforming Tomorrow Today*

# **Annual Report**

**School Year 2019 - 2020**

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

908 Wahler Place SE  
Washington, DC 20032  
(202) 562-1307

Board Chair: Jason Andrian

<b>I. School Description</b>	<b>3</b>
<b>A. Mission Statement</b>	<b>3</b>
<b>B. School Program</b>	<b>3</b>
1. Curriculum Design and Instructional Approach	3
2. Parental Involvement – Parents as Partners	6
<b>II. School Performance</b>	<b>7</b>
<b>A. Performance and Progress</b>	<b>7</b>
1. Meeting the Mission	7
2. Meeting the Goals and Academic Achievement Expectations in the Charter	9
<b>B. Unique Accomplishments</b>	<b>11</b>
<b>C. List of Donors</b>	<b>12</b>
<b>III. Appendices</b>	<b>13</b>
<b>A. Data Report</b>	<b>13</b>
<b>B. Achievement Prep Staff Roster</b>	<b>17</b>
<b>C. At-Risk Funding</b>	<b>21</b>
<b>D. 2019-20 Board Roster</b>	<b>21</b>
<b>E. Unaudited Year End Financial Statements</b>	<b>22</b>
<b>F. FY20 Budget</b>	<b>25</b>

# 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 2019–20 School Year, Achievement Prep served 126 scholars in PK3 & PK4, 246 scholars in grades K–3 and 373 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 College, Career and Civic Life (C3) 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. The elementary school has three periods of reading instruction, reading, writing and guided reading. The Kindergarten and 1st grade classes also have an additional block of foundational reading 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 academic vocabulary.

Our Elementary School and our Middle School campuses, Achievement Prep use the i-Ready program, an adaptive blended-learning reading intervention curriculum built to address the Common Core that provides rigorous, on-grade-level instruction and practice. The Elementary School also used Foundations, a program focused on development literacy instruction that reinforces strong phonics, decoding and beginning writing skills.

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

### *Fluency*

Achievement Prep's ELA curriculum includes a portion of reading fluency for scholars. This addresses both reading and writing fluency. Through work in KIPP Wheatley Reading, KIPP Wheatley Writing and Foundations at the elementary school, scholars receive instruction and feedback on their fluency that is developmentally appropriate to their grade level. Scholars who demonstrated the need for intense fluency remediation are provided with additional instruction during iReady. Teachers can assign scholars lessons in order to develop particular skills and reading lessons and reading practice are two domains where teachers can assign individual scholars assignments to complete in iReady. Teachers are also able to monitor scholars' successful completion of those assignments in order to determine the extent to which scholars are growing in these domains. 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.

At the elementary campus, scholars had 20 minutes of guided reading to also develop their fluency skills. One component of strong guided reading instruction includes fluency and teachers regularly included fluency in their guided reading instruction and provided scholars with strategies and instruction to improve their reading fluency. Guided reading is conducted in flexible small groups that are adaptable based on scholar needs.

### *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 focuses on explicit academic vocabulary instruction during our Summer Institute for teachers, providing them with techniques and strategies to improve scholars' overall vocabulary. In addition, both core Reading (KIPP Wheatley) and Math (Eureka) curricula outline lessons, strategies and techniques to improve and develop scholars' academic vocabulary. In addition all teachers are expected to have a dedicated work wall in their classrooms, across all content areas, to put emphasis on the academic vocabulary learned throughout the unit of study .

### *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.

In addition, the elementary school's Foundations curriculum includes a component of early writing development to help scholars learn the fundamentals of letter formation, word formation and sentence structure, all of which are building blocks for more advanced process writing instruction.

## **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 elementary school has three periods of math instruction that includes two small group math rotations. 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.

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.

Previously, Achievement Prep Elementary School has earned double digit growth on PMF two years in a row and ranked among the top 7 most improved public charter schools in the District on growth and PARCC.

#### **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 text from a variety of genres, 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. In a traditional year, scholars at both campuses attend school for 183 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. Due to the COVID-19 pandemic, extended day in-person instruction was modified abruptly to respond to our nation’s health crisis.

### **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 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 2019-2020, 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.

Achievement Prep continues to invest 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 Closeouts, 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, Scholar 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 2018-2019 School Year, all scholars in grades 3 - 8 at Achievement Prep took the statewide assessment, PARCC. Data from PARCC revealed that 14% of our elementary scholars, and 19% of our middle school scholars met or exceeded expectations for grade-level learning standards in English language arts/literacy. Additionally, 19% of our elementary school scholars , and 12% of our middle school scholars met or exceeded expectations for grade-level learning standards in mathematics.

In March of 2019, a Stay-At-Home mandate was issued due to the COVID-19 pandemic. This required Achievement Prep to cease operations throughout the remainder of 2019-2020 school year. Due to the pandemic and the ensuing Stay-At-Home mandate, OSSE cancelled PARCC testing for the 2019-2020 school year. Fortunately, as a data-driven decision making organization, Achievement Prep had taken the MAP assessment in February, which provides projected proficiency levels and targets. Based on MAP projected proficiency, 10% of our 4-5 grade scholars and 15% of our 6-8 grade scholars were projected to meet or exceed expectations for grade-level learning standards in English. In Math, 4% of our 4-5 grade scholars and 7% of our 6-8 grade scholars were projected to meet or exceed grade-level expectations. At the elementary campus, 33% of 3rd grade scholars were projected to meet or exceed grade-level expectations in reading and 47% were projected to meet or exceed grade-level expectations in math. MAP data were also calculated to project that the elementary campus was on target to attain Tier 1 status at the end of the 2019-2020 school year.

### **COVID-19 Response**

During the second week of March, when COVID surfaced and required the closing of school, we shifted. Initially, our collective absence from the building was going to be two weeks. For those two weeks, we prepared our scholars and families with a couple of ‘Spring Break’ packets. We communicated with families how they would be graded upon return and prepared teachers accordingly. As COVID cases began to increase and the outcomes worsened across the nation, our return date was pushed back and we determined that more support was needed.

Our new priorities for Distance Learning became clear - 1) Parent Ease: The system we put in place must provide support to and for families. The information and the process need to be user-friendly and accessible for parents, if they are expected to teach and assist scholars at home. 2) Support for our most vulnerable: The system that is put in place must be a system that supports our most struggling learner or household. 3) Preventing Learning Loss: We serve a population that is dependent upon us for quality instruction. We had to stop the learning loss. We met these priorities by utilizing DCPS resources and printed workbooks by grade through the remainder of the year. Teachers provided four hours of support

each day to individual scholars and groups of scholars by addressing misconceptions, engaging in rich discussions, and supporting families. Scholar progress on completion of work was monitored on drop-off and pick-up days. Workbooks were distributed on a quarterly basis from the school site as previous workbooks were dropped off. Crates of completed and sorted workbooks were distributed to teachers in like, contactless manor, and graded. Scholar understanding and mastery were monitored via the learning hours provided each day. Standardized assessments (NWEA MAP, etc.) were not executed.

We knew the impending “summer slide” during quarantine would reveal the necessity for a strong recovery plan. We aligned with DCPS and ended the school year early on May 29, 2020. In Quarter four, we engaged teachers and leaders via working groups to prepare for Baseline Testing over the summer and a fall schedule that would meet their skill needs. In-person, socially-distant baseline testing will be offered.

### **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, 89% of preschool and 79% of pre-K students were on-track to meet the end of year achievement goals as of March, 2020.

The ECR Language and Literacy (ECRLL) 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. As of March, 2020, at Achievement Prep, 80% Preschool and 71% of Pre-K of students were on-track to meet the end of year achievement goals for the ECRLL. Due to the Stay at Home mandate, AppleTree@Achievement Prep was unable to assess ECR:M and ECR:LL at the end of the year.

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. Unfortunately, OSSE CLASS observations were not completed before the Stay at Home mandate went into effect.

### **Lessons Learned and Actions Taken**

As a data-driven organization, Achievement Prep used the projected levels of growth and proficiency to make important programmatic shifts. The greatest lesson learned through our analysis of the 2019-2020 School Year’s projected 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.

Data collected over the last three years has clearly indicated that Achievement Prep was successful with growing scholars academically and still needed to improve in helping scholars reach grade-level proficiency. Both MAP and PARCC data demonstrated this to be true. So for the upcoming school year, Achievement Prep is committed to continue the practices that contributed to scholar growth, such

as small-group instruction, flexible grouping and data-analysis of growth metrics. In addition, we have placed a new focus on scholar proficiency at all grade levels

One immediate lesson we will continue to implement during the 2019-2020 School Year is to ensure stronger content and pedagogical knowledge from our instructional staff. Over the last two years, our Deans of Teacher Effectiveness (DTE) spent a great deal of time developing teachers' understanding of Common Core State Standards and content knowledge. This prevented DTE from coaching on pedagogical practices that would improve overall instructional practices for teachers in order to increase scholar achievement. In order to ensure stronger teachers, the People Team, working closely with Network and campus-based leadership, overhauled the recruitment, interview and selection process for new hires focusing on teachers who were more experienced and shared a similar belief system and mindset as Achievement Prep.

With the decision to recruit and hire more effective teachers, we decided to maximize the expertise of these teachers by making a structural shift in staff that would have a great impact on scholar outcomes. We decided that we would continue to departmentalize the elementary school but we would shift to a co-teaching model for each advisory. This new structure means that one ELA teacher and one Math teacher would co-teacher for one set of scholars. This provides two teachers to focus on and be responsible for the growth and proficiency of one advisory of scholars. Their collaboration will include lesson planning, data analysis and action-planning all intended to improve the proficiency levels of scholars at all grade levels.

Another structural change that was put in place, based on the data analysis, was to extend the block for guided reading and to shift the focus on the guided reading fundamentals of instruction. This extended block of guided reading is provided in flexible small groups, and focused on developing established benchmarks for reading at each grade level. We have also purchased additional texts for teachers to use in order to meet the needs of scholars. In addition, Achievement Prep has again begun administering the STEP assessment, which provides teachers and leaders with data around scholars reading growth as it pertains to achieving grade level benchmarks. These shifts are focused on improving scholar grade-level proficiency in reading. Teachers and school leaders receive ongoing professional development from STEP with sessions focused on implementing the assessment with fidelity, analyzing results and creating lesson plans and action plans to improve the data.

Last year, we adopted Wilson Language's Foundations program to be implemented as our core instructional model for Kindergarten through first grade. This year, we have expanded the use of this program to include both our 2nd and 3rd grade scholars. This structured, systematic approach to reading instruction has had proven results to both as a preventative tool as well as an intervention tool. Teachers have been fully trained and professional development has been focused on implementing the program with fidelity. We will also receive professional development provided to our ELA coach and ELA teachers by a Wilson Language Foundations training throughout the year.

In an effort to close gaps in math, the schedule was redesigned to include a math re-teach block. The purpose of this time is for teachers to work with scholars in flexible, small groups in order to reteach particular skills and standards that data indicates scholars have not yet mastered. Data from MAP and weekly Show What You Know Quizzes (SWYKQ) are used to determine the scope and sequence of reteaching objectives.

In addition to structural changes, this year we have hired a reading intervention teacher and a math intervention teacher for our elementary school. These teachers will work with all scholars in grades K-3

who need additional academic support. To further support this endeavor, we researched intervention programs that worked with other networks and chose to purchase Leveled Literacy Intervention as our intervention tool.

In an effort to monitor the progress of our scholars in their mastery of grade-level standards and content, we have partnered with the Achievement Network to administer the ANET assessment for our 2nd and 3rd grade scholars. This assessment provides us with another data point on scholars' level of proficiency. The data from these assessments will be used by teachers to determine objectives for re-teaching lessons and to determine which independent learning lessons to assign scholars through iReady. The data from ANET will be a closely monitored metric for school and Network leaders. The Achievement Network also provides professional development for teachers and leaders in how to analyze the data and how to create action plans to ensure we are able to move our scholars closer to mastery.

In terms of on-going teacher development, Achievement Prep has decided to shift from Deans of Teacher Effectiveness to Instructional Coach positions for the 2020-2021 School Year. Based on observation and feedback, this data indicated that in order to increase teacher effectiveness and improve instructional practice and outcomes for scholars, we would restructure the DTE role removing the manager duties from this role so it would focus solely on teacher development.

## **B. Unique Accomplishments**

Achievement Prep had the opportunity to continue critical partnerships in the 2019-20 school year including Reading Partners at the Elementary School and City Year at both the Elementary and Middle School.

### **Reading Partners**

The collaboration with Reading Partners allowed us to 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.

### **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. During the 2019-20 School Year, City Year and Achievement Prep expanded the partnership to include the elementary campus as well as our middle school campus. Over the course of the 2019-20 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

### **AprilMay**

During the 2019-20 school year, Achievement Prep partnered with AprilMay, Inc, a community based organization, and the Department of Behavioral Health to provide mental health and social emotional care to our schools and communities. Through this initiative and during the remote learning period, we have provided increased access to mental health services and trauma informed training to our staff to support our larger community. This effort has led to an increase in support services in both the school and community, targeted professional development training for staff, and a decrease in discipline and special education referrals.

Prior to the Coronavirus Pandemic, scholars typically needed to be classified as “Tier 3” to be eligible for the intensive 1:1 counseling, which required a specific mental health diagnosis. During the district and statewide Stay -at-Home mandate, Achievement Prep and AprilMay expanded services by opening access to counseling so that it is available to any scholar, teacher or family member, while also continuing to provide specialized, individual and small group therapy for scholars already using the program’s services, all through telehealth channels.

Specifically, the initiative offered grief and trauma counseling, anxiety management assistance, family therapy , parent training and assistance with how to access community resources such as food banks and financial help

Achievement Prep greatly appreciated the opportunity to partner with Reading Partners, April May and City Year to provide our scholars and their families additional, targeted academic and social-emotional support during the 2019-20 School Year.

**C. List of Donors**

The following donors contributed monetary donations having a value equal to or exceeding \$500 during the 2019-20 school year.

Donors
Charter School Growth Fund
DC Education Equity Fund
Alan Meltzer
Zenetex
John Burke
Education Business Solutions
Stephen Marcus
NFP
AprilMay Company

### III. Appendices

#### A. Data Report

##### Elementary School Campus:

##### **SY 2019-20 Campus Data Report**

A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after March 13, 2020. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.

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: 384

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	58	81	68	48	71	58	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	<b>Total number of instructional days:</b> Total days on our 19-20 calendar: 184 119 - completed days before March 16th 50 - days of distance learning 15 - days of no instruction at all (June 1-5; June 8-12; June 15-19)
PCSB	<b>Suspension Rate:</b> 1.0%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.02%
PCSB	<b>In-Seat Attendance:</b> 90.10%*

PCSB	<p><b>Average Daily Attendance:</b> 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. <b>(No action necessary).</b></p>
PCSB	<b>Midyear Withdrawals:</b> 2.90% (11 students)*
PCSB	<b>Midyear Entries:</b> 0.00% (0 students)*
PCSB	<b>Promotion Rate (LEA):</b> 100.00%
PCSB (SY18-19)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY18-19)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY18-19)	<b>Graduation Rates:</b> Not Applicable

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate:</b> 32%
School	<p><b>Number of Teachers:</b> 25</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><b>Teacher Salary</b></p> <p>1. <b>Average:</b> \$59,325</p> <p>2. <b>Range –</b></p> <p><b>Minimum:</b> \$43,285</p> <p><b>Maximum:</b> \$85,416</p>

**\*Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13,

2020 available in OSSE's SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.



**Middle School Campus:**

**SY 2018-19 Campus Data Report**

A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after March 13, 2020. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.

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: 361

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	72	84	71
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
<b>Student Count</b>	72	62	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	<p><b>Total number of instructional days:</b>                      Total days on our 19-20 calendar: 184                      119 - completed days before March 16th                      50 - days of distance learning                      15 - days of no instruction at all (June 1-5; June 8-12; June 15-19)</p>
PCSB	<b>Suspension Rate:</b> 6.10%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.10%
PCSB	<b>In-Seat Attendance:</b> 91.0%*
PCSB	<p><b>Average Daily Attendance:</b>                      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</p>

	entries. <b>(No action necessary).</b>
PCSB	<b>Midyear Withdrawals:</b> 3.90% (14 students)*
PCSB	<b>Midyear Entries:</b> 0.0% (0 students)*
PCSB	<b>Promotion Rate:</b> 100%
PCSB (SY18-19)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY18-19)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY18-19)	<b>Graduation Rates:</b> Not Applicable

#### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 45%
School	<b>Number of Teachers:</b> 17  “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	<b>Teacher Salary</b> <b>1. Average:</b> \$72,399  <b>2. Range –</b>  <b>Minimum:</b> \$47,000  <b>Maximum:</b> \$87,064

#### \*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE’s SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

#### B. Executive Salaries: Decline

Executive Salaries	\$224,009
	\$155,000
	\$145,000
	\$140,000
	\$133,325

## C. Achievement Prep Staff Roster

### 19/20 SY Achievement Prep Staff Roster

Abney, Christina	Art Teacher (MS)
Ali-Travers, Queen	Math Teacher - 6th/7th Grade (MS)
Ali, Tafari	Dedicated Aide (ES)
Allen, Tiffani	School Psychologist/BST (ES)
Arroyo, Donyae	Associate Teacher - 3rd Grade (ES)
Barber, Yolanda	Elementary School Principal
Barnes, Laquetta	Copy & Print Associate
Boney, Shantay	Dedicated Aide
Bonnette, James	Culture Specialist (ES)
Brown, Christina	Math Teacher - 4th Grade (MS)
Brown, Jazmine	Associate Teacher - 1st Grade (ES)
Brown, Norman	Science Teacher - 5th/8th Grade (MS)
Burriss, Jasmine	Dance Teacher (ES)
Carter, Krystal	People Operations Coordinator
Cesar, Dominique	ELA Teacher - K/1st Grade (ES)
Chambers, Monica	Main Office Coordinator/Registrar (ES)
Cooke, Greg	Math Teacher - 7th Grade (MS)
Couch, Robin	Dean of Teacher Effectiveness: Sci/Hist/CC (MS)
Dannah, Shanquette	Operations Coordinator (ES)
Davis, Rufus	Scholar Safety Monitor
Desanges, Charlene	Dean of Teacher Effectiveness: K-3 ELA
Dick, Kerisha	Dean of Teacher Effectiveness: 2/3 Assoc. (ES)
Dinkins, Thomas	Recruitment Coordinator
Edwards, Jeanelle	Associate Teacher - Kindergarten (ES)
Ellis, Assata	Scholar Support Teacher (MS)
Fowler, Ivey	Dedicated Aide (MS)
Gaines, Gregory	Chief Operating Officer
Glenn, Javon	Dedicated Aide (MS)
Goodwin, Jamaal	ELA Teacher - 8th Grade (MS)
Grill, Kelsey	Math Teacher - 2nd Grade (ES)
Hamlin, Steaven	Director of Scholar Support
Harrell, Erica	Director of Leadership Development
Harris, Brittany	Math Teacher - K/1st Grade (ES)
Harris, Stephone	Operations Coordinator (MS)
Henry, Jasmine	Operations Manager
Ivy, Shemeka	ELA Teacher - Kindergarten (ES)
Jackson, Shanice	Cafeteria Coordinator (MS)
Javois, Malaika	ELA Teacher - 3rd Grade (ES)
Johnson, Diamond	Self-Contained Scholar Support Classroom Aide (MS)
Johnson, Todd	PE Teacher (MS)

Key, Tykia	Communications and Digital Media Associate
Khan-Reed, Sophia	Scholar Services Coordinator - ES
Lewis, Arebret	Art Teacher (ES)
Lewis, Sarah	Chief of Schools
Lomax, Cyrkle	Middle School Principal
Martz, Whitney	Dean of Teacher Effectiveness: Math (ES)
McCoy, Brittney	Math Teacher - 1st Grade (ES)
McDonald, Tiesha	Scholar Support Coordinator - Multi-Campus
McKee, Dominique	Associate Teacher - 1st Grade (ES)
McKnight, Jhatia	Dean of Scholars (ES)
McQueen, Nefatera	Associate Teacher - 3rd Grade (ES)
Monsalve, Jennifer	Behavior Support Specialist (MS)
Moody, Andre	Math Teacher (MS)
Murphy, Robert	Managing Director of Curriculum & Instruction
Myers, Nina	ELA Teacher - 1st Grade (ES)
Myrick, Tiara	Associate Teacher - 1st Grade (ES)
Nah, Saymah	Director of Family and Community Engagement
Nesbitt, Coy	Chief People Officer
Pearson, Toya	Dedicated Aide (MS)
Peda, Gabriela	ELA Teacher - 4th Grade (MS)
Rawlings, Syreeta	Dean of High School Placement
Reeher, Aubrey	Scholar Support Teacher (ES)
Reid, Sylvia	Instructional Support (ES)
Selby, LaVerne	Cafeteria Coordinator (ES)
Settles, Katrina	Director Of People Operations
Shanklin, Aldon	Lead Teacher - 1st Grade math (ES)
Shields, Edward	Self-Contained Scholar Support Teacher (MS)
Simpson, Elizabeth	Assistant Principal (MS)
Singleton, Tamiko	Special Projects Manager
Smith, Jesse	Lead Teacher - Kindergarten Math (ES)
Stephens, Carissa	Associate Teacher - 2nd Grade (ES)
Strawser, Ashley	ELA Teacher - 2nd/3rd Grade (ES)
Swann, A'Keisha	Scholar Support Teacher (MS)
Tilghman, Tanya	Assistant Principal (ES)
Timberlake, Tony	PE Teacher (ES)
Tyree, DeQuetta	Main Office Coordinator (MS)
Veale, Michael	History Teacher - 6th/7th Grade (MS)
Veney, Tiara	Instructional Support (MS)
Washington, JaVonte	Math Teacher - 6th Grade (MS)
Weatherspoon, Tiffany	PE Aide (ES)
Williams, Brittney	Case Manager
Williams, Latrice	Self-Contained Scholar Support Classroom Aide (MS)
Wills, David	Associate Teacher - 2nd Grade (ES)

Wilson, Antonio	Associate Teacher - 3rd Grade (ES)
Woodall, Perri	Associate Teacher - Kindergarten (ES)
Woodard, Jessica	Case Manager/Scholar Support Teacher (ES)
Wright, Justin	ELA Teacher - 6th Grade (MS)
Wright, Shantelle	Founder and CEO
Zancolli, Patrick	ELA Teacher - 4th Grade (MS)
Zhou, Ashley	Associate Teacher - Kindergarten (ES)
Archie, Adreka	Team Member - 2nd/3rd Grade Math Lead Teacher

**Achievement Prep Staff Qualifications**

- 100% of teachers hold Bachelor's degrees
- 12% of teachers have a Master's degree
- 41% of support staff have a Bachelor's
- 14% of support staff have a Master's
- 50% of administrators have a Master's
- 100% of Network Senior Leaders have a Master's

**19/20 SY AppleTree @ Achievement Prep Staff Roster**

Erin Hinds	Principal
Joi Leverette	Operations Coordinator
Taylor Bland	SpEd Teacher
Sorena Eaddy	Social Worker
Darryl Tucker	School Aide
Carolyn Bowen	SpEd Coordinator
Tamara Joyner	Resident PS Teacher
Markita Ferguson	PS Teacher
Marquis Lewis	Teacher Assistant
Jazzanea Smith	PS Teacher
Heather Wise	PS Teacher
Jah'Nia Baptiste	PS Teacher
Shanika Rush	Teacher Assistant
Shivelle Legister Williams	PK Teacher
Brittney Govan	PK Teacher
Amber Allen	Teacher Assistant
Roshini Rajwani	PK Teacher
Janet Vasquez	PK Teacher
Angelique Robinson	Teacher Assistant
Tiara Hudson	Resident PK Teacher
Jauron Wright	Teacher Assistant
Asia Abdush-Shahid	PK Teacher
Sharrie McFarlane	PK Teacher

Ebone Thomas  
Antonio Scott  
Keyanna Harvey  
Robin Boyd

PK Teacher  
Student Aide  
Extended Day Worker  
Extended Day Worker

## **D. At-Risk Funding**

At-Risk funding in 2019-20 was used for the following:

- To provide scholars additional social-emotional support by employing Culture Aides, Self-Contained Aides, Behavior Support Therapists, School Counselors at both campuses. To provide leadership in these areas on both campuses through Assistant Principals of Culture, Deans of Scholars and Scholar Support Coordinators.
- To provide additional instruction by employing Instructional Coaches and Instructional Support Staff at both campuses, as well as contracting for additional instructional support.

## **E. 2019-20 Board Roster**

- Jason Andean, Board Chair, DC Resident, Joined 11/15, Term Ends 11/21
- Ahmed Ali, Board Member, DC Resident, Joined 12/19, Term Ends 12/22
- Rufus Davis, Parent Member, DC Resident, Joined 12/16, Term Ends 12/19
- Dwight Draughon Jr., Board Member, MD Resident, Joined 02/20, Term Ends, 02/23
- DeeDee George, Board Secretary, MD Resident, Joined 10/19, Term Ends, 10/22
- Patricia Grant, Board Member, MD Resident, Joined 10/17, Term Ends 10/
- Amber Jackson, Parent Member, DC Resident, Joined 05/19, Term Ends 05/22
- Julie Johnson, Board Member, DC Resident, Joined 02/20, Term Ends 02/23
- Barbara Nophlin, Board Vice Chair, DC Resident, Joined 03/16, Term Ends 03/22
- Susan Rosenbaum, Board Member, MD Resident, Joined 04/20, Term Ends, 04/23
- Kenneth Ward, Board Member, DC Resident, Joined 10/17, Term Ends 10/20
- Ed Williams, Board Member, VA Resident, Joined 02/20, Term Ends 02/23
- Shantelle Wright, Ex Officio, DC Resident
- Ursula Wright, Board Treasurer, MD Resident, Joined 03/17, Terms Ends 03/20



## F. Unaudited Year End Financial Statements

### Achievement Preparatory Academy Profit and Loss July 2019 - June 2020

	Year-To-Date
Income Statement	Actual
Revenue	
State and Local Revenue	15488377.12
Federal Revenue	1619757.8
Private Grants and Donations	47566
Earned Fees	118043.14
Total Revenue	17273744.06
Expenses	
Salaries	6979216.55
Benefits and Taxes	1278246.64
Contracted Staff	62782.5
Staff-Related Costs	143657.09
Occupancy Service	794371.58
Direct Student Expense	962382.64
Office & Business Expense	3692204.03
Total Expenses	13912861.03
Operating Income	3360883.03
Extraordinary Expenses	
Interest	1431217.83
Depreciation and Amortization	1290983.33
Total Extraordinary Expenses	2722201.16
Net Income	638681.87
Cash Flow Statement	Actual
Net Income	638681.87
Cash Flow Adjustments	
Add Depreciation	1266478.67
Operating Fixed Assets	-104490.59
Other Operating Activities	-508154.11

Per-Pupil Adjustments	0
Suspense	-759.19
Facilities Project Adjustments	1382044.54
Total Cash Flow Adjustments	2035119.32
Change in Cash	2673801.19

**Achievement Preparatory Academy**  
**Balance Sheet as of June 30, 2020**

Assets

Current Assets

Cash	10660995
Accounts Receivable	742680.4
Other Current Assets	79055.52
Intercompany Transfers	0
Total Current Assets	11482731

Noncurrent Assets

Facilities, Net	28332989
Operating Fixed Assets, Net	507406.9
Total Noncurrent Assets	28840396

Total Assets	40323127
--------------	----------

Liabilities and  
Equity

Year End

Liabilities and  
Equity

Current Liabilities

Accounts Payable	109422.2
Other Current Liabilities	120334.8
Accrued Salaries and Benefits	156837.4
Total Current Liabilities	386594.4

Equity

Unrestricted Net Assets	6969642
Net Income	638681.9
Total Equity	7608324

Long-Term Liabilities

Senior Debt	32998085
Other Long-Term Liabilities	-669877

Total Long-Term Liabilities	32328208
Total Liabilities and Equity	40323127

## G. FY21 Budget

SY20-21

### Revenue

State and Local Revenue	8,550,808	
Federal Revenue	2,049,583	
Private Grants and Donations		10,000
Earned Fees		71,750
Revenue Total	10,682,141	

### Expenses

Salaries	4,954,451	
Benefits and Taxes	853,707	
Contracted Staff		36,390
Staff-Related Costs	104,582	
Occupancy Service	836,408	
Direct Student Expense	756,690	
Office & Business Expense	3,656,095	
Expenses Total	11,198,321	

---

**NET ORDINARY INCOME (516,180)**

### Extraordinary Expenses

Depreciation and Amortization	1,259,218	
Interest	1,442,697	
Extraordinary Expenses Total	2,701,914	

---

**TOTAL EXPENSES 13,900,235**

---

**NET INCOME (3,218,094)**

Achievement Prep acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.