



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL

Transforming Tomorrow Today

Annual Report

School Year 2020 - 2021

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

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Washington, DC 20032
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Board Chair: Jason Andean

| | |
|---|-----------|
| I. School Description | 3 |
| A. Mission Statement | 3 |
| B. School Program | 3 |
| 1. Curriculum Design and Instructional Approach | 3 |
| 2. Parental Involvement – Parents as Partners | 6 |
| II. School Performance | 7 |
| A. Performance and Progress | 7 |
| 1. Meeting the Mission | 7 |
| 2. Meeting the Goals and Academic Achievement Expectations in the Charter | 9 |
| B. Unique Accomplishments | 11 |
| C. List of Donors | 12 |
| III. Appendices | 13 |
| A. Data Report | 13 |
| B. Achievement Prep Staff Roster | 17 |
| C. At-Risk Funding | 21 |
| D. 2020-21 Board Roster | 21 |
| E. Unaudited Year End Financial Statements | 22 |
| F. FY22 Budget | 25 |

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 2020-21 School Year, Achievement Prep served 81 scholars in PK3 & PK4 and 183 scholars in grades K–3. 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 areas of reading, writing, and math. 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.

Curriculum

Achievement Prep’s academic program rests upon a rigorous Common Core standards- based curriculum focused on english language arts and mathematics for Grades K-3. 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 literacy instruction - reading, writing and guided reading. All grades and all 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 school uses 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. We also used Foundations, a program focused on development literacy instruction that reinforces strong phonics, decoding and beginning writing skills.

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. Reading lessons and reading practice are two domains where teachers can assign assignments to individual scholars for completing 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.

Even virtually, our 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 (virtually, in breakout rooms) that are adaptable based on scholar needs.

Achievement Prep focuses on both core Reading (KIPP Wheatley) and Math (Eureka) curricula outline lessons, strategies and techniques to improve, develop scholars' academic vocabulary, and conceptual development. In addition, all teachers are expected to have a dedicated work wall in their classrooms, across all content areas.

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.

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. Our 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. Story Problems 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.

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. Reteach blocks allow scholars the opportunity to receive remediation or extension based on current data points. These blocks also provide 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 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. Families have ongoing access to their scholar's grades via PowerSchool. Families are required to meet with teachers virtually at least three 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. 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 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 at least double 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.

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 7:45am – 4:00pm. 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 of its teaching professionals so that they can become great, master teachers.

In 2020-2021, 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 2020-2021 School Year, third grade scholars at Achievement Prep and across the district were exempted from the statewide assessment, PARCC.

Due to the pandemic, OSSE cancelled PARCC testing for the 2020-2021 school year as they did the year before. Fortunately, as a data-driven decision making organization, Achievement Prep had taken the MAP assessment throughout the year. At the elementary campus, 28% of 3rd grade scholars were projected to meet or exceed grade-level expectations in reading and 20% were projected to meet or exceed grade-level expectations in math. Unfortunately, virtual learning during the case of the 20-21 school year did not reap the same double-digit gains projected years prior.

COVID-19 Response

Although we prepared to continue the year in-person, Distance Learning became our reality for the 20-21 school year as well. We used a platform and program that would maintain the same learning schedule and quality of lessons they would have in school. Throughout the course of the year, different schedules were used to accommodate the learning needs of scholars. Each schedule prioritized intervention, closing gaps that quickly began to emerge in the remote learning environment. Learning bins were initially sent home with all materials needed to further complement learning - whiteboards, markers, pencils, flash cards, fluency practice, etc. to support scholar learning. Monthly, teachers came to the school for contactless delivery of items to refill the bin with texts and additional unit materials. As new data emerged throughout the year, teachers and leaders held tutoring sessions after school hours and assisted families with learning gaps as well.

We knew the impending “summer slide” during quarantine would reveal the necessity for a strong recovery plan. Our response to learning loss plan will include an earlier start to take advantage of the summer months to gear scholars up for the new school year - emotionally, socially, and academically.

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.

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.

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 2021-2022 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 2020-21 school year including Reading Partners at the Elementary 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 virtual 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.

AprilMay

During the 2020-21 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 2020-21 School Year.

C. List of Donors

The following donors contributed monetary donations having a value equal to or exceeding \$500 during the 2020-21 school year.

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|--------|
| Donors |
|--------|

III. Appendices

A. Data Report

Elementary School Campus:

SY 2020-21 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: 274 |

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

| Grade | P K 3 | P K 4 | K G | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-------------|-------------|--------|----|----|----|-------------|-------|-----------|
| Student Count | 30 | 51 | 50 | 42 | 40 | 51 | 0 | 0 | 0 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Alternative | Adult | SPE D* |
| 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: Total days on our 20-21 calendar: 183 |
| PCSB | Suspension Rate: 0% |

| | |
|-------------------|--|
| PCSB | Expulsion Rate: 0.00% |
| PCSB | Instructional Time Lost to Out-of-School Suspension Rate: 0.% |
| PCSB | In-Seat Attendance: 80.84%* |
| 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: 1.53% (4 students)* |
| PCSB | Midyear Entries: 1.15% (3 students)* |
| PCSB | Promotion Rate (LEA): 100.00% |
| PCSB (SY18-19) | College Acceptance Rates: Not Applicable |
| PCSB (SY18-19) | College Admission Test Scores: Not Applicable |
| PCSB (SY18-19) | Graduation Rates: Not Applicable |

Faculty and Staff Data Points

| | |
|--------|---|
| School | Teacher Attrition Rate: 35% |
| School | <p>Number of Teachers: 20</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 | Teacher Salary 1. Average: \$71,023 2. Range – Minimum: \$61,000 Maximum: \$88,000 |
|--------|---|

B. Executive Salaries: Decline

| | |
|--------------------|---|
| Executive Salaries | \$224,009 \$156,650 \$146,450 \$140,000 \$134,658 |
|--------------------|---|

C. Achievement Prep Staff Roster

20-21 SY Achievement Prep Staff Roster

| | |
|----------------------|--|
| Makini Akil | ELA Teacher 2 nd Grade |
| Jazmine Allen | Administrator |
| Emily Alos | ELA Teacher – 3 rd Grade |
| Adreka Archie | Math Teacher – 3 rd Grade |
| James Bonnette | Culture Specialist |
| Alyssa Burger | Math Teacher – 3 rd Grade |
| Monica Chambers | Main Office Coordinator/Registrar |
| Shanquette Dannah | Special Assistant to CEO |
| Rufus Davis | Scholar Safety Monitor |
| Kerisha Dick | Instructional Coach – Math |
| Mari Duggard | Math Teacher – Kindergarten |
| Alyssa Ferguson | Math Teacher – 1 st Grade |
| Gregory Gaines | Chief Operating Officer |
| Michelle Garda | Urban Teacher Resident |
| Zachary Goldblatt | Urban Teacher Resident |
| Samantha Granville | Instructional Coach – ELA |
| Steaven Hamlin | Director of Scholar Support |
| Erica Harrell | Director of Recruitment & Outreach |
| Ayanna Holmes | Alumni Supports & Special Projects Coordinator |
| Shanice Jackson | Café Coordinator |
| Fatoumatta Jallow | ELA Teacher – 2 nd Grade |
| Jordan Johnson | Dean of Scholars |
| Sophia Khan-Reed | Scholar Services Coordinator |
| Mallory Latimer | Math Teacher – 2 nd Grade |
| Kaylan Lemon | ELA Teacher – Kindergarten |
| Sarah Lewis | Chief of Schools |
| Jhatia McKnight | ELA Teacher – Kindergarten |
| Julian Murcia | Urban Teacher Resident |
| Robert Murphy | Managing Director of Curriculum & Instruction |
| Nina Myers | ELA Teacher – 2 nd Grade |
| Coy Nesbitt | Chief People Officer |
| Angela Norwood | Math Teacher – 2 nd Grade |
| Aubrey Reeher | Scholar Support Teacher |
| Eilish Reynolds | ELA Teacher – 1 st Grade |
| Tiffany Ryles-Ouarid | Scholar Support Teacher |
| Lavern Selby | Café Coordinator |
| Elizabeth Simpson | Intervention Coordinator |
| Tamiko Singleton | Operations Manager |

| | |
|----------------------|--------------------------------------|
| Danielle Sullivan | Math Teacher – 1 st Grade |
| Akeisha Swann | Health & Wellness Coordinator |
| DaOndra Thompson | Director of People Operations |
| Tanya Tilghman | Assistant Principal |
| Domoneicqua Williams | ELA Teacher – 3 rd Grade |
| Antonio Wilson | Culture Specialist |
| Shantelle Wright | Founder & CEO |

Achievement Prep Staff Qualifications

- 100% of teachers hold Bachelor’s degrees
- 40% of teachers have a Master’s degree
- 75% of support staff have a Bachelor’s
- 17% of support staff have a Master’s
- 50% of administrators have a Master’s
- 100% of Network Senior Leaders have a Master’s

20/21 SY AppleTree @ Achievement Prep Staff Roster

| | |
|----------------------------|------------------------|
| Erin Hinds | Principal |
| Sarah Galloway | Instructional Coach |
| Joi Leverette | Operations Coordinator |
| Kimberly Martin-Campbell | Social Worker |
| Taylor Bland | SpEd Teacher |
| Noreen Allen | Mentor Teacher |
| Darryl Tucker | School Aide |
| Tamara Joyner | PS Teacher |
| Markita Kelly | PS Teacher |
| Marquis Lewis | Teacher Assistant |
| Jazzanea Smith | Mentor Teacher |
| Jah’Nia Baptiste | PS Teacher |
| Shivelle Legister Williams | PK Teacher |
| Brittney Govan | PK Teacher |
| Amber Allen | Teacher Assistant |
| Jauron Wright | Teacher Assistant |
| Asia Abdush-Shahid | PK Teacher |
| Keyanna Harvey | Extended Day Worker |

D. At-Risk Funding

At-Risk funding in 2020-21 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. 2020-21 Board Roster

- Jason Andrean, 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

Income Statement

Achievement Prep

July 2020 through June 2021

| Income Statement | | Actual |
|------------------------|--------------------------------|-------------|
| Revenue | | |
| | State and Local Revenue | 5,146,844 |
| | Federal Revenue | 1,304,898 |
| | Private Grants and Donations | 2,298 |
| | Earned Fees | 56,843 |
| | Total Revenue | 6,510,883 |
| Expenses | | |
| | Salaries | 3,515,625 |
| | Benefits and Taxes | 708,886 |
| | Contracted Staff | 51,849 |
| | Staff-Related Costs | 75,827 |
| | Occupancy Service | 624,653 |
| | Direct Student Expense | 370,361 |
| | Office & Business Expense | 2,309,623 |
| | Total Expenses | 7,656,823 |
| Operating Income | | (1,145,939) |
| Extraordinary Expenses | | |
| | Interest | 1,422,697 |
| | Depreciation and Amortization | 1,286,715 |
| | Total Extraordinary Expenses | 2,709,411 |
| Net Income | | (3,855,351) |
| Cash Flow Statement | | Actual |
| Net Income | | (3,855,351) |
| Cash Flow Adjustments | | |
| | Add Depreciation | 1,286,715 |
| | Operating Fixed Assets | (27,064) |
| | Other Operating Activities | (379,172) |
| | Per-Pupil Adjustments | 0 |
| | Suspense | (2,017) |
| | Facilities Project Adjustments | 5,447 |
| | Total Cash Flow Adjustments | 883,908 |
| Change in Cash | | (2,971,442) |

Balance Sheet

Achievement Prep

As of June 30, 2021

| Balance Sheet | 6/30/20 | 6/30/21 |
|----------------------------------|------------|-------------|
| Assets | Last Year | Year End |
| Assets | | |
| Current Assets | | |
| Cash | 10,663,889 | 7,692,447 |
| Accounts Receivable | 921,257 | 1,139,772 |
| Other Current Assets | 79,056 | 26,663 |
| Intercompany Transfers | 0 | 0 |
| Total Current Assets | 11,664,202 | 8,858,882 |
| Noncurrent Assets | | |
| Facilities, Net | 28,332,989 | 27,277,141 |
| Operating Fixed Assets, Net | 507,407 | 330,968 |
| Total Noncurrent Assets | 28,840,396 | 27,608,109 |
| Total Assets | 40,504,598 | 36,466,991 |
| | | |
| Liabilities and Equity | Last Year | Year End |
| Liabilities and Equity | | |
| Current Liabilities | | |
| Accounts Payable | 111,405 | 50,100 |
| Other Current Liabilities | 128,322 | 81,397 |
| Accrued Salaries and Benefits | 156,837 | 50,002 |
| Total Current Liabilities | 396,565 | 181,499 |
| Equity | | |
| Unrestricted Net Assets | 6,969,642 | 7,779,825 |
| Net Income | 810,182 | (3,855,351) |
| Total Equity | 7,779,825 | 3,924,474 |
| Long-Term Liabilities | | |
| Senior Debt | 32,998,085 | 32,998,085 |
| Other Long-Term Liabilities | (669,877) | (637,066) |
| Total Long-Term Liabilities | 32,328,208 | 32,361,019 |
| Total Liabilities and Equity | 40,504,598 | 36,466,991 |

G. FY21 Budget

Achievement Preparatory Academy FY22 Budget

| | | |
|--------------------------------|-------------------------------|--------------------|
| Revenue | | |
| | State and Local Revenue | 3,223,798 |
| | Federal Revenue | 1,625,097 |
| | Private Grants and Donations | 10,000 |
| | Earned Fees | 26,250 |
| Total Revenue | | 4,885,144 |
| Operating Expense | | |
| | Salaries | 2,414,002 |
| | Benefits and Taxes | 535,297 |
| | Staff-Related Costs | 51,740 |
| | Occupancy Service | 630,688 |
| | Direct Student Expense | 414,234 |
| | Office & Business Expense | 864,463 |
| Total Operating Expense | | 4,910,424 |
| Net Operating Income | | (25,280) |
| Interest, Depreciation | | |
| | Depreciation and Amortization | 1,272,036 |
| | Interest | 1,422,802 |
| Total Expenses | | 7,605,262 |
| Net Income | | (2,720,118) |

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