



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL

Transforming Tomorrow Today

Annual Report

School Year 2018 - 2019

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 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. 2018-19 Board Roster	21
E. Unaudited Year End Financial Statements	22
F. FY20 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 2018–19 School Year, Achievement Prep served 139 scholars in PK3 & PK4, 236 scholars in grades K–3 and 449 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. Achievement Prep's overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

Achievement Prep ensures that each scholar is afforded the opportunity to build or rebuild the phonetic foundation on which all future learning depends—particularly as scholars move from sight recognition and familiar vocabulary to more complex words and types of words.

Achievement Prep uses flexibility grouping to differentiate instruction so that we meet the needs of those scholars who require phonics and phonemic awareness, and accelerate the instruction for those scholars who are higher skilled and do not require such remediation.

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

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

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

Fluency

In order to ensure that all Achievement Prep readers are fluent, Achievement Prep tested all scholars on fluency upon entry and prior to the start of the school year. Scholars who demonstrated the need for intense fluency remediation were enrolled in a class with the reading specialists at the Middle School, or a remedial small-group for I-Ready, Reading Mastery and Guided Reading at the Elementary School.

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

Vocabulary

Achievement Prep adheres to the philosophy that vocabulary is best built through independent reading. 20 minutes of every day is dedicated to "Drop Everything and Read" (DEAR). In addition, all scholars are required to carry their independent reading book throughout the school day and keep it at their desks in all classes. Scholars are also required to read their independent reading books for at least 20 minutes per night as part of their homework, and to complete a reading log documenting his/her reading for the evening.

In addition to independent vocabulary acquisition, Achievement Prep utilizes the Frayer Model to introduce new vocabulary to scholars. These new words are reinforced through the incorporation

of word walls in every classroom and in community spaces.

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

Comprehension

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

Writing

In addition to the five key components of strong reading instruction, Achievement Prep offers a rigorous writing curriculum that teaches scholars to write with excellent organization, elaboration, and flow in multiple genres. Achievement Prep follows the Common Core writing standards for all grades. Because the best way to improve one's writing is by writing, scholars write every day in class and at home. Scholars learn step-by- step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

Mathematics

Achievement Prep scholars have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many scholars lack, and infuses new concepts and skills. Problem solving teaches scholars how to apply this procedural knowledge to complex, multi-step problems— often with “real world” significance. The distinction between procedures and problem solving is clear—one provides the concepts and skills while the other provides problem- solving applications. Achievement Prep 8th grade scholars focus on a combination of the 8th grade Common Core mathematics standards, as well as, foundational algebraic content and skills.

Science

The goal of Achievement Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out scientific investigations. The science course tackles science-related text, while also exposing the scholars to hands-on experiments to increase their engagement and understanding of the subject. A large emphasis is placed on teaching scholars to ask questions. Scholars are encouraged to complete research and build models to gain a deeper understanding of the concepts addressed in the course.

Social Studies/History

Achievement Prep's goal is to instill in scholars the historical skills and knowledge necessary for them to become lifelong students of history. The social studies/history curriculum is presented in a way that is engaging and challenging. Teachers expect scholars to master the key concepts and vocabulary, and also teach scholars to analyze primary sources, debate different points of view, and make cause-and-effect connections. Achievement Prep's social studies curriculum makes explicit connections to reading instruction skills taught in other subjects. Social studies class is a fast-paced, multi-modal class in which scholars hone their non-fiction reading skills, learn

important content, and apply it in written essays and oral presentations.

Inclusive and Suitable Curriculum for All Scholars

Achievement Prep's curriculum was developed to ensure that every scholar, regardless of learning style, level of proficiency, English language learner status, or special education status, can participate fully and thrive academically. Achievement Prep selected curricular resources that can be extended and adapted for use with scholars who need intense remediation, English language learners, scholars with disabilities, and more advanced scholars. Achievement Prep's frequent assessment schedule helps to identify those scholars who have achieved mastery and require more challenging work, as well as those scholars who are struggling with a skill/content area and need additional support or an alternate way to master a skill/content area.

Achievement Prep's use of flexible ability grouping allows teachers to make appropriate curricular adjustment to meet scholars' needs. Achievement Prep is working to ensure that all of its scholars, regardless of their learning needs, are prepared to achieve academic success.

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

AppleTree @ Achievement Prep

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

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

2. Parental Involvement - Parents as Partners

Achievement Prep believes that it has a responsibility to empower parents to have a voice in their child's education. Achievement Prep believes that when families become involved, scholars, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high scholar achievement. Achievement Prep views parents as partners, believing that scholars attach more educational success when schools and families work together to motivate, socialize, and educate scholars. Staff regularly communicates with families about their scholar's progress. In return, parents are expected to attend parent-teacher conferences and ensure that their scholar attends school regularly and promptly.

Achievement Prep sponsors monthly family events, where we welcome families into the school for food, activities, and community building. We do not send or mail report cards home; families are required to come into the school and meet with teachers at least four times per year to discuss their child's academic progress. We use these conferences as opportunities to build support and strengthen the partnership between family and school.

II. School Performance

A. Performance and Progress

1. Meeting the Mission

Achievement Prep is meeting part of its mission to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. All of our graduating 8th graders have been promoted and accepted into selective and highly competitive high schools in Washington, D.C., as well as prestigious private and boarding schools across the country.

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.

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 multi-page papers, and providing written analysis of complex topics.

Extended School Day and School Year

All Achievement Prep scholars participate in an extended school year and school day program. Scholars at both campuses attended school for 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.

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 2018-2019, the school provided high quality professional development prior to the start of school with a 4-week Summer Institute, and during the school year through 2.5 hours weekly professional development sessions, 8 full-day professional development days, weekly observations, and bi-weekly 45-minute individual meetings to build instructional skills, knowledge, and strategies.

In addition, a large emphasis was placed on analyzing videos clips of instruction during the 2018–19 School Year. These video analysis sessions took place with the teachers and Deans of Teacher Effectiveness during individual meetings and in larger, whole-staff professional development sessions.

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 Close Outs, and Morning Meetings, Achievement Prep has created an environment where scholars and staff alike embrace the concept of team and family and celebrating and rewarding appropriate behaviors.

J-Factor

Joy (J-Factor) is a cornerstone of each of our schools. Achievement Prep scholars love learning and knowing that each day they are “getting their brains stronger.” We infuse joy and excitement into our learning via chants, songs, and advisory calls. We also know that it is important to

recognize scholars for their hard work, so we are always celebrating scholars with weekly recognitions and awards. Scholars enjoy “Preppie and Proud” Wednesdays, where the afternoon is about celebrating them! Scholars participate in the weekly Preppie and Proud event, visit the DREAM store, earn Century Club, 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 scholar met or exceeded expectations for grade-level learning standards in mathematics.

AppleTree @ Achievement Prep

The Every Child Ready Math curriculum-based measure (ECR:M) was created to align closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable information to teachers and families on areas of strength and challenge in children’s mathematical development. The ECR:M assessment measures skills in the areas of: number concepts (such as identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs. At Achievement Prep, 96.1% of preschool and pre-K students met the goals for growth and/or achievement in May 2019.

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. At Achievement Prep, 96.9% of students met the goals for growth and/or achievement in ECRLL.

The Classroom Assessment Scoring System (CLASS) is an observational instrument to assess classroom quality. The CLASS tool was designed at the University of Virginia and is used to measure classroom quality of early childhood programs across the country. OSSE adopted CLASS as a classroom quality measure for all pre-K programs in 2015. OSSE conducts the CLASS observation once per year, and observed at Achievement Prep Monday, March 25th - Friday, March 29th. Classrooms are scored on three domains; emotional support, classroom organization, and instructional support. OSSE sets different floor and target scores based on the domain. Scores are weighted over two years with 70% weight given to the current observation and 30% weight given to the scores from 2017-2018.

Domain	Floor	Target	APA’s Average:
Emotional Support	4.5	6	6

Classroom Organization	4.5	6	5.9
Instructional Support	2	4	3.2

Lessons Learned and Actions Taken

The greatest lesson learned through our analysis of the 2018–19 School Year’s PARCC data is how we needed to make further development and programming adjustments so that our teachers received what they needed as it relates to further content development, and so that our scholars were spending every minute in a way that most promoted accelerated learning. In order to do that, this year we have hired a reading intervention teacher and a math intervention teacher for our middle school. These teachers will work with all scholars in grades 4-7. This RESULTS block will be taught in small flexible groupings where scholars receive targeted instruction that is based on gaps in their academic understanding.

One immediate lesson we will be implementing during the 2018-2019 School Year is to spend more time focused on teacher development. Improved teacher practice will increase scholar achievement so we have focused on how the Deans of Teacher Effectiveness (DTE) spend their time improving teacher practice . First, we are focusing on engaging our staff in data analysis and action planning from that data. We have several structures in place that will allow for us to teach our staff how to effectively review and analyze academic data. Each week, teachers will meet with the DTE to review their weekly assessment data and other assessment data including MAP data and iReady data. From this weekly data meeting, teachers and DTE will create re-teaching plans to help increase scholar achievement on the standards they have not yet mastered.

An additional element of using data to improve scholar achievement will include proving teachers with individual projections that let them know how well their scholars are achieving. For the past few years, EdOps has provided schools with PMF projections that took into account scholar progress and achievement. School and network leaders used these PMF projections to progress monitor and shift priorities. This year, EdOps has agreed to provide teachers with a disaggregated projection for their individual data on how well they are meeting organizational goals. This “report card” will use various data sources such as the MAP assessment and grade level attendance compared to organizational targets. This will provide teachers with a clear understanding of the areas in which they are most successful and areas of opportunity and growth. This will help teachers own their data in a new way and will provide them with specific metrics about their scholars’ proficiency. They will then work with their DTE and school leaders to determine strategies to improve scholar performance which will, in turn, improve the teachers’ report card.

In addition, DTE will help teachers prepare lesson plans that incorporate effective instructional practices aimed at improving scholar achievement. DTE and teachers will collaborate weekly to develop the Highest Leverage Lesson (HLL) for the week. This lesson is chosen based on priority standards. Teachers and coaches will collaborate on writing these lessons so it is an opportunity for the teacher to learn various instructional techniques and practices from their DTE that they can incorporate into their classes.

The last shift in teacher development that we will focus on this year is a more formal, systematic approach to teacher development using the Get Better Faster (GBF) development trajectory. GBF has a proven record of helping schools improve teacher practice and scholar achievement so, this year, we are more focused on implementing the GBF trajectory with fidelity in two major ways. Schools are creating 6-7 week foci that follow the GBF trajectory. They are providing training and development on several of the teacher moves and techniques on GBF, they then establish clear

“look fors” for classrooms and set clear goals for the whole school to achieve within the next 6-7 week cycle. DTE and teachers will use the GBF trajectory to establish professional goals and action steps for their own individual development. DTE and teachers will meet weekly to review classroom data to monitor the teacher’s progress toward achieving their goals.

The elementary school has also made a few structural changes based on both lessons learned and scholarly achievement data. Last year, the school schedule was revised to increase the continuity of common planning time teachers had. By moving all ELA and math teachers’ planning to the afternoon, teachers were able to collaborate on lesson plans, assessments and data analysis. This had a significant impact on performance. Since it had such an impact on teachers’ planning and scholar growth, the elementary school’s schedule will follow this schedule from the beginning of the year with common planning with DTE taking place from the onset of the school year.

In an effort to close gaps in reading, we have adopted Wilson Language’s Foundations program to be implemented as our core instructional model for Kindergarten through first grade. 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.

B. Unique Accomplishments

Achievement Prep had the opportunity to continue critical partnerships in 2018-19 including Reading Partners and Experience Corps at the Elementary School and City Year at the Middle School.

Reading Partners

The collaboration with Reading Partners allowed us 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.

Experience Corps

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

City Year

City Year works to bridge the gap in high-poverty communities between the support that scholars actually need, and what their schools are designed and resourced to provide. In doing so, they help increase graduation rates across the country, and change the lives of the scholars they serve. Over the course of the 2018-19 School Year, City Year provided extensive partnership in the following ways:

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

- Partnered with a lead teacher to support classroom instruction throughout the school year

Achievement Prep greatly appreciated the opportunity to partner with Reading Partners, Experience Corps and City Year to provide our scholars and their families additional, targeted academic and social-emotional support during the 2018-19 School Year.

C. List of Donors

The following donors contributed monetary donations having a value equal to or exceeding \$500 during the 2018-19 school year.

Date	Name	Amount
7/31/18	Jason Andean	\$1,000
11/30/18	James LaTorre	\$375
2/15/19	Alan Metzler	\$5,000
3/15/19	James LaTorre	\$750

III. Appendices

A. Data Report

Elementary School Campus:

SY 2018-19 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: 375

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	65	74	56	61	56	63	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 177
PCSB	Suspension Rate: 1.30%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.02%
PCSB	In-Seat Attendance: 88.80%*
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: 4.30% (16 students)*
PCSB	Midyear Entries: 0.00% (0 students)*
PCSB	Promotion Rate (LEA): 99.70%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 28%
School	Number of Teachers: 31 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$64,186 2. Range – Minimum: \$47,000 Maximum: \$79,500

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Middle School Campus:

SY 2018-19 Campus Data Report

Source	Data Point
PCSB	LEA Name: Achievement Preparatory Academy PCS
PCSB	Campus Name: Achievement Preparatory Academy PCS – Wahler Place Middle School
PCSB	Grades served: 4 – 8
PCSB	Overall Audited Enrollment: 449

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	94	92	104
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	89	70	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: 175
PCSB	Suspension Rate: 14.30%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.20%
PCSB	In-Seat Attendance: 91.30%*
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: 4.20% (19 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate: 99.7%

PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 48.4%
School	<p>Number of Teachers: 31</p> <p>“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <p>1. Average: \$63,138</p> <p>2. Range –</p> <p>Minimum: \$57,000</p> <p>Maximum: \$85,416</p>

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

B. Achievement Prep Staff Roster

18/19 SY Achievement Prep Staff Roster

Abney, Christina	Art Teacher/Instructional Coach - Middle
Ali-Travers, Queen-Icisis	6th Grade Math Teacher - Middle
Ali, Tafari (Tyrone Alvin)	Dedicated Aide- Middle
Allen, Tiffani	Social Worker - Elementary
Barber, Yolanda	Principal - Elementary
Barnes, Laquetta	Copy & Print Associate
Beverly, Erica	Case Manager
Bonnette, James	Culture Specialist - Elementary
Bowman, Tunisha	7th Grade Math Teacher - Middle
Brown, Cinnamon	Dean of Teacher Effectiveness (K-3 ELA) - Elementary
Brown, Norman	6th Grade History Teacher - Middle
Bunch-Thompson, Kianga	4th Grade Math Teacher - Middle
Burriss, Jasmine	Co-Curricular Teacher - Elementary
Cannon, Susie	Chief of Network Affairs - Network
Cesar, Dominique	Kindergarten Lead Teacher - Elementary
Clark, TanNecia	Kindergarten/First Grade Lead Teacher - Elementary
Clarke, Christina	Kindergarten Associate Teacher - Elementary
Coates, (Jarrel) D'Angelo	Culture Specialist - Elementary
Cooke, Greg	4th Grade Math Teacher - Middle
Couch, Robin	Dean of Teacher Effectiveness: Science / History
Dannah, Shanquette	Operations Coordinator - Elementary
Davis, Rufus	Scholar Safety Monitor - Network
Felmus, Nicole	7th Grade ELA Teacher - Middle
Ford, Christopher	Dean of Teacher Effectiveness (6-8 Math) - Middle
Fowler, Ivey	Dedicated Aide - Middle
Gaffney, Caldwell	Dean of High School Placement and Alumni Support
Gaines, Gregory	Chief Operating Officer - Network
Genson, Christopher	Facilities Manager-Network
Golden, KeShanda	Scholar Support Teacher - Middle
Grill, Kelsey	2nd Grade Lead Teacher - Elementary
Gupta, Chandini	5th Grade Math Teacher - Middle
Hamlin, Steaven	Director of Scholar Support - Network
Harrell, Erica	Principal - Middle
Harris, Brittany	Kindergarten/First Grade Lead Teacher - Elementary
Harris, Stephone	Operations Coordinator - Middle
Harrison, Dana	Dean of Teacher Effectiveness (4-5 ELA) - Middle
Herron, Nakita	5th Grade ELA Teacher - Middle
Hicks, Brandy	African Dance & Drumming - Middle
Holliday, Sabrina	Culture Specialist - Middle
Igiehon, Lisa	Director of Human Resources - Network

Ivey, Travis	Talent Coordinator
Jackson, Shanice	Cafeteria Coordinator - Middle
Jacob, Esther (BIRCH)	1st Grade Associate Teacher - Elementary
Johnson, Danielle	Director of Impact - Network
Johnson, Diamond	Self-Contained Scholar Support Classroom Aide- Middle
Johnson, Todd	PE Teacher/Athletic Director - Middle
Kimber, Emily	6th Grade Math Teacher - Middle
Laguna, Chanel	8th Grade ELA Teacher - Middle
Lewis, Arebret	1st Grade Associate Teacher - Elementary
Lomax, Cyrkle	Scholar Support Coordinator
Martz, Whitney	Assistant Principal of Instruction - Middle
Matthews, Frank	8th Grade Science Teacher - Middle
McClain, Brandon	8th Grade Math Teacher - Middle
McCoy, Brittney	Kindergarten Lead Teacher - Elementary
McNeely, Aliyah	1st Grade Lead Teacher - Elementary
McQueen, Nefatera	3rd Grade Associate Teacher - Elementary
Minor, Jamal	6th Grade ELA Teacher - Middle
Monsalve, Jennifer	Behavior Support Therapist - Middle
Moorer, Shenell	2nd Grade Lead Teacher - Elementary
Murphy, Robert	Managing Director of Curriculum & Instruction
Myers, Bridget	Dean of Teacher Effectiveness (Associates) - Elementary
Newton, Raven	Self-Contained Scholar Support Teacher- Middle
Otto, Robert	Scholar Support Teacher- Middle
Peda, Gabriela	4th Grade ELA Teacher - Middle
Peoples, Justice	3rd Grade Associate Teacher - Elementary
Pickett, Tramaine	Assistant Principal of Culture -Middle
Quarles, Bria	3rd Grade Lead Teacher - Elementary
Reaves, Layla	1st Grade Associate Teacher - Elementary
Reeher, Aubrey	Scholar Support Teacher - Elementary
Reid, Sylvia	Instructional Support Teacher - Elementary
Samuel, Desiree	4th Grade ELA Teacher - Middle
Sawyer, Averyel	Operations Manager - Network
Selby, LaVerne	Cafeteria Coordinator - Elementary
Shields, Edward	Scholar Support Teacher - Middle
Singleton, Tamiko	Special Assistant to the CEO - Network
Smith, Justin	Dedicated Aide- Elementary
Smith, Kia	Office Coordinator - Middle
Stephens, Carissa	2nd Grade Associate Teacher - Elementary
Strawser, Ashley	2nd/3rd Grade Lead Teacher - Elementary
Swann, A'Keisha	Scholar Support Teacher - Middle
Tarver, Reginald	Music Teacher - Middle
Taylor, D'Ambra	7th Grade ELA Teacher - Middle
Thompson, Imani	5th Grade Math Teacher - Middle

Tilghman, Tanya	Assistant Principal of Culture - Elementary
Timberlake, Tony	Physical Education Teacher - Elementary
Veale, Michael	7th Grade History Teacher - Middle
Veney, Tiara	Instructional Support Teacher - Middle
Vincent, Theorn	5th Grade Science Teacher - Middle
Ware, Tevin	Music Teacher - Elementary
Weatherspoon, Tiffany	PE Aide - Elementary
Wilburn, Tory	Scholar Services Coordinator - Middle
Williams, Brittney	Scholar Support Teacher - Middle
Williams, Latrice	Self-Contained Scholar Support Classroom Aide- Middle
Williams, Zipporah	8th Grade ELA Teacher - Middle
Wills, David	2nd Grade Associate Teacher - Elementary
Wilson, Antonio	2nd Grade Associate Teacher - Elementary
Winsor, Devon	1st Grade Lead Teacher- Elementary
Wood, Tarcha	Office Coordinator - Elementary
Woodall, Perri	Kindergarten AssociateTeacher - Elementary
Wright, Shantelle	Chief Executive Officer - Network
Zancolli, Patrick	5th Grade ELA Teacher - Middle

Achievement Prep Staff Qualifications

- 100% of teachers hold Bachelor's degrees
- 18% of teachers have a Master's degree
- 42% of support staff have a Bachelor's
- 19% of support staff have a Master's
- 87% of administrators have a Master's
- 100% of Network Senior Leaders have a Master's

18/19 SY AppleTree @ Achievement Prep Staff Roster

Aja Mills	Principal
Amber Allen	Teacher Assistant
Angelique Robinson	Teacher Assistant
Brittney Govan	PS Teacher
Danielle Dowdy	PS Teacher
Ebone Thomas	PK Teacher
Erin Hindes	Instructional Coach
Heather Wise	PS Teacher
Janet Vasquez	PK Teacher
Jauron Wright	Teacher Assistant
Jazzanea Smith	PS Teacher
Joi Leverette	Operations Coordinator
Kelli Smith	SpEd Teacher/Coord.
Keyanna Harvey	Extended Day Worker
Kortney Hall	PK Teacher

Markita Ferguson	PS Teacher
Marquis Lewis	Teacher Assistant
Nicole Thomas	PK Teacher
Pernesia Hayden	School Aide
Robin Boyd	Extended Day Worker
Roshini Rajwani	PS Teacher
Sabrina Sieg	PK Teacher
Shanika Rush	Teacher Assistant
Shaquira Langlely	PS Teacher
Sharrie McFarlane	PK Teacher
Shivelle Legister	PK Teacher
Sorena Eaddy	Social Worker

C. At-Risk Funding

At-Risk funding in 2018-19 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.

D. 2018-19 Board Roster

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

E. Unaudited Year End Financial Statements

Achievement Preparatory Academy Profit and Loss July 2018 - June 2019

Forecast		
Income Statement		TOTAL
Revenue		
	State and Local Revenue	15,979,092
	Federal Revenue	1,713,367
	Private Grants and Donations	18,525
	Earned Fees	194,838
	Total Revenue	17,905,822
Expenses		
	Salaries	7,369,149
	Benefits and Taxes	1,302,658
	Contracted Staff	232,484
	Staff-Related Costs	224,532
	Occupancy Service	831,225
	Direct Student Expense	1,206,099
	Office & Business Expense	3,583,611
	Total Expenses	14,749,759
Operating Income		3,156,063
Extraordinary Expenses	Interest	
	Depreciation and Amortization	1,702,069
		1,321,147
	Total Extraordinary Expenses	3,023,216
Net Income		132,847

Achievement Preparatory Academy
Balance Sheet as of June 30, 2019

Achievement Preparatory Academy			
FY19 Financials			
Balance Sheet			6/30/19
Assets			Year End
Assets			
	Current Assets		
		Cash	7,987,194
		Accounts Receivable	249,919
		Other Current Assets	183,679
		Intercompany Transfers	0
		Total Current Assets	8,465,792
	Noncurrent Assets		
		Facilities, Net	29,308,974
		Operating Fixed Assets, Net	589,039
		Total Noncurrent Assets	29,898,014
	Total Assets		38,363,805
Liabilities and Equity			Year End
Liabilities and Equity			
	Current Liabilities		
		Accounts Payable	259,679
		Other Current Liabilities	137,084
		Accrued Salaries and Benefits	150,680
		Total Current Liabilities	547,443
	Equity		
		Unrestricted Net Assets	6,841,722
		Net Income	132,847
		Total Equity	6,974,570
	Long-Term Liabilities		

		Senior Debt	31,544,480
		Other Long-Term Liabilities	-702,687
		Total Long-Term Liabilities	30,841,793
	Total Liabilities and Equity		38,363,805

F. FY20 Budget

Achievement Preparatory Academy		
FY120 Budget		
		SY19-20
Revenue		
	State and Local Revenue	15,962,780
	Federal Revenue	1,379,862
	Private Grants and Donations	10,000
	Earned Fees	178,534
	Revenue Total	17,531,176
Expenses		
	Salaries	8,840,266
	Benefits and Taxes	1,507,021
	Contracted Staff	25,000
	Staff-Related Costs	184,642
	Occupancy Service	869,753
	Direct Student Expense	1,370,056
	Office & Business Expense	4,106,861
	Expenses Total	16,903,598
NET ORDINARY INCOME		627,578
Extraordinary Expenses		
	Depreciation and Amortization	1,301,617
	Interest	1,465,604
	Extraordinary Expenses Total	2,767,221
TOTAL EXPENSES		19,670,819
NET INCOME		(2,139,643)

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