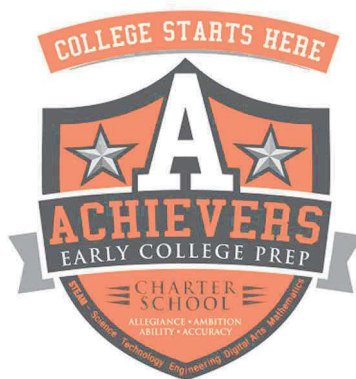




New Jersey Department of Education,

Office of Charter and Renaissance Schools

Annual Report: Achievers Early College Prep Charter School



Introduction:

The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner's annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools, New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school's performance based on the criteria set forth in the Performance Framework.

Annual Report Submission Guidelines:

Annual Report Submission: Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Submission Process for the 2020-2021 Report: The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2021." To submit the report, upload it to the subfolder "Annual Report 2021" located inside the folder "Annual Report" on the charter school's Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the file naming convention found [at the end of the document](#) and then uploaded to the "Annual Report 2021" subfolder on the charter school's Homeroom site.

Additional Submission Requirements: A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school's district(s) of residence no later than 4:15 p.m. on Monday, August 2, 2021. Copies require a cover page, which includes the school's name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school's annual report to the commissioner no later than October 1, 2021.

Annual Report Questions:**Basic Information about the School**

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of charter school	Achievers Early College Prep Charter School
Grade level(s) to be served in 2021-2022	6,7,8,9
2020-2021 enrollment (as of June 30, 2021)	1
Projected enrollment for 2021-2022	360
Current waiting list for 2021-2022	20
Website address	www.achieversecp.org
Name of board president	Imebet Stewart
Board president email address	eodeleye@achieversecp.org
Board president phone number	609-532-8993
Name of school leader	Lead Person, Efe Odeleye
School leader email address	eodeleye@achieversecp.org
School leader phone number	856-656-1258
Name of School Business Administrator (SBA)	Michael Falkowski
SBA email address	mfalkowski@sboffice.com
SBA phone number	908-296-8572

School Site Information:

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site

School Site Information	
Site name	Achievers Early College Prep Charter School, Middle
Year site opened	2018
Grade level(s) served at this site in 2020-2021	6,7,8
Grade level(s) to be served at this site in 2021-2022	6,7,8
Site street address	544 Chestnut Avenue
Site city	Trenton
Site zip	08611
Site phone number	609-429-0279
Site lead or primary contact's name	Nava Coppin, Middle School Principal
Site lead's email address	ncoppin@achieversecp.org

School Site Information	
Site name	Achievers Early College Prep Charter School, 9 th Grade Academy
Year site opened	2021
Grade level(s) served at this site in 2020-2021	9
Grade level(s) to be served at this site in 2021-2022	9
Site street address	171 Division Street
Site city	Trenton
Site zip	08611
Site phone number	609-429-0279
Site lead or primary contact's name	Dianna Anderson-Guerrero, High School Principal-In-Residence
Site lead's email address	dguerrero@achieversecp.org

Organizational Performance Areas

Education Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's mission.
- b) Provide a brief description of the school's key design elements.
- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application.

The 2020-2021 school year was a tremendous year for the Achievers Early College Prep Charter School Community. The effects of the pandemic, national and local politics, and the social and racial justice movements brought to the surface our collective imperative to examine ourselves. While the nation made strides to do some of this work, the school thought it fitting to examine its mission and vision against the burgeoning call to action for a more just and verdant society for the children and families we serve. The school leaders began by reviewing the mission with several stakeholder groups that included principals, trustees, teachers, parents and students. Using various tools and methodologies ranging from surveys, small group meetings (virtual and in-person), inspections and debrief meetings with consultants, Achievers asked the following key questions:

- 1) Is the mission AECPP launched with in 2018 still the right targets the community?
- 2) How are we doing at this juncture toward fulfilling the promises set forth by the mission?
- 3) Does the mission capture all the mission specific work we set out to do or started to do in response to the needs of our community?

Finally, we asked our stakeholders what they would add or take away from the mission set forth in 2018. The key themes that cropped up was the need to respond to the need to respond to the racial, social and political shifts of our time. The school wanted to ensure that we were being proactive, reflective and responsive in our work with families. The original mission of the school was as follows:

The mission of Achievers Early College Prep Charter School (Achievers ECP) is to provide scholars with opportunities to develop their intellectual, emotional, and social potential through the implementation of a rigorous, STEAM-focused curriculum that fosters the transition from education to college or high growth-industries.

The updated mission and vision that has been vetted by our closest stakeholder groups is:

The mission of Achievers Early College Prep Charter School is to provide students with opportunities to develop their intellectual, emotional and social potential through the equitable implementation of a rigorous, culturally responsive, STEAM focused curriculum that fosters their transition to college and industry. Our vision for Achievers Early College Prep Charter School is to bridge the economic gap by developing well-rounded, confident and responsible STEAM leaders, who understand their immense value.

To this end, we dedicate a considerable amount of time to culture, identity, equity, intervention, STEAM and career exploration, to support student growth in order to better prepare our students for the early college high school’s curriculum and a myriad of opportunities in and outside of the classroom. Please see the chart below for a visual representation of who our middle school program feeds into our early college high school program.



Intellectual Goals

Project-based Learning: Achievers ECP makes project-based learning part of its curriculum as a tool for preparing student for critical thinking, collaboration, problem-solving, and success in college and the workplace. Our end-of-year Final Performance Task—our capstone project—is one key opportunity for students to get to demonstrate their learning and choice in a spending five weeks covering a STEAM topic and presenting their findings to teachers, leaders and community members at the end of the year.

The Digital Revolution and Amplify Science: In the 2019-2020 School Year, Achievers switched science curriculum from Project Lead The Way to Amplify Science, both of which are aligned with the Next

generation Science Standards. Amplify blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Major drivers in the instructional team’s decision to switch were due to the facts that Amplify Science was rated “all-green” (the highest rating) by EdReports, a well-respected curriculum monitor, and that Amplify Science for Middle school was a better fit for the school in terms of student engagement. The curriculum also proved to be more accessible to teachers and student. An unanticipated consequence that the school benefited from was ease of virtual implementation when the school transitioned from in-person to remote instruction; the curriculum is digitally rich and accessed online. Seventh-grade students had online portfolios with all their lab notes stored electronically, so accessing this content for the Final Performance Task was easy to accomplish.

Robotics and STEAMWORKS Partnership: For the third year in a row, Achievers ECP partnered with STEAMWorks to provided project-based and maker-lab experiences to its students in the 2020-2021 school year. STEAMWorks provided project-based science and supplemental STEAM projects to students in grades 6-8. The School did not have a Robotics team this school year due to the pandemic.

Programming and Girls Who Code: This Year, girls in grades 6-8 participated in Girls Who Code remotely. Students spent one hour a week over 24 weeks learning to make a quiz games in MIT’s SCRATCH platform, build a website in Weebly, and understand programming fundamentals and its important in STEM.

Social Emotional Learning Goals

Social-Emotional Goals: Achievers ECP middle school focuses on building healthy children who can thrive in a world that demands more skills, creative, and Social and emotional competencies (SEC) are critical increasing well-being, self-perception and efficacy, relationships, and impacting a number of other domains that impact students beyond performance. Achievers has dedicated time in it’s schedule in both “siload” and integrated formats in order for students to get to build and develop a range of social emotional competencies to advance academically, interpersonally, and in their college and career trajectories.



Student Agency: In the 2020-2021 School Year, virtual learning made traditional student groups, clubs, meetings and spaces difficult to hold. Still, students managed to organize and meet in virtual spaces to build community, develop their voice, and mold and express their perspectives. The Sociedad Hispanica

(Hispanic Society) was established this past school year. Students met to discuss local and national issues, and participated in school events, including the 8th grade graduation.

MAP Growth Virtual Celebrations: Achievers ECP celebrated scholars who for meeting or exceeding their MAP Growth goals, which are personalized to each student, from the Fall to Winter administration. Scholars were celebrated and rewarded with hot breakfast and certificates.

Community Circles and Homeroom Challenges: Scholars participated in virtual community circles, pep rallies, celebrations and addresses topics ranging from bullying, gossip, and good decision-making. Students were also tasked with discussing why their homeroom met the conduct points threshold or not, charging students with accepting responsibility for their conduct and the conduct of their peers in their homerooms.

Restorative Practices: ACEP has maintained restorative disciplinary practices, engaged in peer counseling, and received mentoring and training from the School Social Worker and Assistant leader of Culture on issues covering from friendships, decision-making, and social pressure.

Transforming Education SEL Surveys (Twice Annual): Achievers ECP ranked highly in key domains in Transforming Education independent survey issued to staff and scholars. Some of this data is shared within this report.

Guidelines

- All goals must be SMART, e.g. specific, measurable, ambitious and attainable, relevant and time bound.
- All measurements must be valid and reliable and must demonstrate rigor.
- Without exception, academic goals must be outcome driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Goal	Ex: As a college and career preparatory school, our goal is to prepare students for college and career. This year, our goal was to see students grow 10% in their MAP RIT scores.															
Measure	Using gains in RIT scores between MAP administrations, particularly from Winter to Spring 2021															
Target	<p>Reading 6+ NJ 2016 V2</p> <table border="0"> <tr> <td></td> <td>Winter 2019</td> <td>Fall 2021</td> </tr> <tr> <td>Grade 7-</td> <td>206.3</td> <td>209.5</td> </tr> <tr> <td>Grade 8-</td> <td>209.5</td> <td>210.4</td> </tr> </table> <p>MATH 6+ NJ 2016 V2</p> <table border="0"> <tr> <td>Grade 7-</td> <td>208.3</td> <td>209.8</td> </tr> <tr> <td>Grade 8-</td> <td>212.4</td> <td>214.9</td> </tr> </table>		Winter 2019	Fall 2021	Grade 7-	206.3	209.5	Grade 8-	209.5	210.4	Grade 7-	208.3	209.8	Grade 8-	212.4	214.9
	Winter 2019	Fall 2021														
Grade 7-	206.3	209.5														
Grade 8-	209.5	210.4														
Grade 7-	208.3	209.8														
Grade 8-	212.4	214.9														
Actual Outcome	In 2010-2021 230 students grew during the above recorded period. *All students did not grow 10%, but there were gains captured between these administrations with the same group of students over the 2 school years.															

Goal	Ex: As a college and career preparatory school, our goal is enabling students to explore STEAM careers through project-based work and experiences.
Measure	Offer two or More STEAM courses and projects to students annually; invite career practitioners to school to discuss career paths. Students will also complete a floor of 10 hours annually doing inventory surveys and career exploration via Xello (career exploration software).
Target	Increase the number of hours, projects, and career exploration at-bats students have in-person and remotely
Actual Outcome	In 2010-2021, 262 students took at least 2 STEAM classes; All 262 students also attended the Junior Achievement virtual Career Fair and visited at least 1 booth. Finally, all students took at least 2 modules in Xello (self-paced career exploration software), and 250 students completed their STEAM Final Performance Projects remotely in June. GOAL HAS BEEN MET.

1.2 Curriculum

- a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

Please see Appendix A at the end of the annual report.

1.3 Instruction

- a) What constitutes high quality instruction at this school?

The primary factor that constitutes high quality instruction is great (effective) teaching. For teachers to be effective, well-leveraged leadership needs to be in place. We believe leadership needs to be very intentional about how to use observations and walkthroughs to support teacher effectiveness and student achievement, placing the utmost emphasis not on only evaluating the teachers, but on giving the right feedback and follow-up to make sure that teachers implement the feedback. In addition, Data-driven instruction and a strong student culture should be in place to ensure the success of the school. This includes effective interventions, a well-run Response To Intervention (RTI) program, Special Education that responds to individual learner’s needs, teachers facilitating new challenges and experiences that build students’ interest and acumen in STEAM disciplines and careers--- all of this results in quality education at Achievers.

- b) Provide a brief description of the school’s common instructional practices.

At Achievers, we focus on leveraging data-driven instruction along with a strong coaching model to consistently strengthen instructional practices. Our data-driven approach focuses on four fundamental key points: Assessment, Analysis, Action, and Systems. One of our core beliefs is that student learning is best supported when data is collected systematically and analyzed with accuracy to inform instruction. Achievers’ leaders and teachers have routines throughout the school year to collect student data using a variety of external and internal measurement tools. All assessment data is collected and analyzed in Department, Office of Charter and Renaissance Schools
Annual Report Template
Updated June 2021

planning meetings/coaching sessions and Data Day Meetings to determine students' strengths, and pinpoint skills and standards of need to move forward learning. To be successful in this approach, we incorporate a strong coaching model. The Achievers' Coaching model provides high value in that Teacher Action Goals are first modeled and then practiced, to provide support with high-execution implementation. Next, a series of observation-feedback cycles is completed twice back-to back, to again provide a high level of accuracy and further promote student learning.

- c) Describe how the school has made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?

When we were confronted with the challenge of not returning to school building for the remainder of the school year, we decided not only to provide remote instruction but to do our best to provide rigorous instruction remotely. Remote learning still allowed our teachers to deliver their lessons online, and for students completed assignments, projects, and assessments just like they would in the classroom. Additionally, remote learning both created an opportunity for students and teachers to interact online and allowed students to continue learning subjects and material that are a key part of their curriculum. Therefore, the objective of our remote learning program was to develop an educational program to maintain the continuity of high-level instruction.

As far back as April 2020, Achievers knew that the school would offer synchronous, direct teaching to students for as long as instruction needed to occur remotely. This plan included the use of Zoom as our instructional platform and Google classroom as the learning management system. To our advantage, Google classroom was familiar to both our teachers and scholars considering they would have used this system prior to our remote learning experience. Teachers were able to use it for various purposes: to post assignments, materials, and videos; to communicate with students, give quizzes and hold live video conferencing. Along with developing our instructional plan, we also advanced a plan in the first week of April to distribute Chromebook to all our scholars and help scholars who needed internet access. The school was able to secure a private grant to provide hotspots before state and federal funding became available for this.

Though the 2020-2021 school year, Achievers tried several methods to ensure that students we are showing up for their classes. The Leadership team responded to early warning dips in attendance in November and December, as guided by our Google Data Studio dashboard. The leadership team devised a three-tier attendance intervention plan. In the first tier, daily phone calls and text messages were sent to students who were missing from homeroom, intervention, their first period classes in addition to the automated call sent by our school information system. In many cases, this extra touchpoint gave parents an opportunity to check in on their children and have them log on to classes, or students a chance to own their attendance and log on independently. The daily calls were never punitive in tone and students and families generally appreciated the nudge. It also gave the school a chance to learn about and troubleshoot any technology or connectivity issues students were experiencing. The attendance team, comprised of the school social worker, principal, administrative assistants, nurse, assistant leader of culture and directors, continued making daily calls and met bi-weekly to review attendance. Roughly 70% of students who were on the path to chronic absenteeism no longer required the daily calls and their attendance improved (staying under 12 unexcused absence threshold) and 30% did not. These students were moved to Tier Two. In Tier Two, the daily calls and messages continued and official attendance letters went home to parents warning of retention failure and other action. This After these efforts, the attendance team scheduled home visits for students who were still on the list. All first-round

home visits were conducted between January and February. In the Third Tier, Achievers maintained Tier One and Two efforts, and required families in Tier three to attend virtual attendance meetings or conference calls. We completed attendance action plans for students who were now chronically absent and worked to hold parents accountable. This became easier when we reopened for in-person learning when many students who were struggling with remote learning were eager to attend in-person instruction and their attendance.

When hybrid learning began in April, about 200 out of 263 students attended school at least two days a week while less than 70 students remained on remote instruction.

Pandemic-driven remote learning presented its challenges, but it also helped us to define our areas of strength and opportunity. Our students were still able to receive high quality instruction that was consistent with in-person instruction prior to remote learning.

1.4 Assessment

- a) February 25, 2021, the Department required the submission of local interim assessment data to report on whether students were below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). For the purposes of the collection, the Department requested interim assessment data from assessments administered between November 16, 2020, and February 19, 2021. Fill in the following interim assessment data by percentage of students below, on, or above, and include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Table 3: Proficiency Rates on local assessments

Assessment	Interim Assessment			End of Year Assessment		
	Below	On	Above	Below	On	Above
Percentage of students:						
ELA K						
ELA 1						
ELA 2						
ELA 3						
ELA 4						
ELA 5						
ELA 6	72	13	15	77	15	8
ELA 7	53	19	28	59	14	27
ELA 8	56	18	25	55	17	28
ELA 9						
ELA 10						
MAT K						
MAT 1						
MAT 2						
MAT 3						
MAT 4						

Assessment	Interim Assessment			End of Year Assessment		
MAT 5						
MAT 6	81	11	8	78	12	11
MAT 7	66	7	27	60	14	26
MAT 8	55	14	31	58	10	32
Algebra I						
Geometry						
Algebra II						

- b) Identify the type of assessments used for interim assessment data:
- Solely charter created
 - Vendor and charter created
 - Combination of solely charter and vendor and charter created
- c) Identify the type of assessments used for end of year assessment results:
- Solely charter created
 - Vendor and charter created
 - Combination of solely charter and vendor and charter created
- d) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups).

In the 2020 school year, our English Language Learners, students with IEPs, and students with certain types of 504 plans were given opportunity to personalize their learning in a way that enabled them to have more access to supports they needed. In addition to having the option to have four in-person learning days when other students had had the option of two, students were given counseling sessions (If required or requested).

One challenge that surfaced for our school was the sheer number of mental health cases and crises that we needed to respond to in school, even though most of the situations had roots outside of our building. This was only exacerbated by school closure. The number of cases from the Empowered (special education) students receiving counseling services was 11, and our social worker completed dozens remote sessions this past school year. Typical sessions lasted from 30 minutes to one hour.

The following is a list of topics discussed during the sessions which included but were not limited to: reaction to COVID, adjusting to virtual learning, anxiety, managing stress, grief, loss, how to deal with major life trauma, living as part of the LGBTQ community, how people process death, making friends, loneliness/ isolation, healthy social goals, how to have a conversation, managing boredom during these times, avoiding gang activity, resisting drug and alcohol use, suicide ideation, managing differences between parental figures, avoiding self-harm, fear surrounding riots in the area, attendance and work completion during virtual learning, school communication (picking up chrome books/ virtual learning instructions/ google classroom logins, zoom login help, access to WIFI), and Final Performance Task project. You can see many the issues were brought on by the social limitations that brought on by the pandemic.

Students who receive free and reduced lunch were given additional supports via a push-in support teacher in their classrooms, both virtual and in-person where possible. All students were also given daily tutoring from 8 AM to 8:50 AM in Math and ELA. Students usually utilized I-Ready Math an ELA

programs, but in some cases, they also received “just-in-time” tutoring/pre-teaching of skills they would encounter later in the week. *

**8th Grade Bellwether Education Intervention Pilot*

- e) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2020-2021 year.
- NWEA MAP Assessment: Diagnostic, Formative; Determined baseline of reading and mathematics proficiency- Grades 6, 7 and 8
 - Interim Assessments: Summative; Assess student growth and achievement of ELA and Math- Grades 6, 7 and 8
 - I-Ready: Formative; Determined baseline of reading and mathematics proficiency and measured growth as the school year progresses - Grades 6, 7 and 8
- f) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

MAP and I-Ready assessments (the first administration) serve as a baseline given to our students to measure their growth and progress in English Language Arts and Math. We use the first administration as a baseline to measure student growth against through the year. They are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels and help teachers identify the instructional level of the student and provide context for determining where each student is performing. These reports allowed teachers to better target instruction based on students’ strengths and needs. Once student’s strengths and needs were identified, students received targeted in-class support and small group instructional support during our daily intervention block.

ELA and Math Interim assessments were given each quarter. Teachers used interim assessments to identify concepts that students were struggling to understand, skills they were having difficulty mastering, or learning standards they had not yet achieved so that adjustment could be made to lessons, instructional techniques, and academic support.

- g) Describe how the school-maintained fidelity in assessment outcomes through the administration of assessments in 2020-2021.

In the 2021 school year, Achievers took several steps to sure up the test taking environment for students during remote learning. All students were required to keep their cameras on, and their faces centered, during testing. Furthermore, each proctoring teacher utilized Go Guardian to see which tabs, if any, were open apart from the testing window tab. If any tabs were found to be open, teachers closed them remotely but there was virtually 100% compliance with this requirement. Students were also timed, and anyone who rushed or took too long was flagged by the testing system. We issued retakes for students who had irregularities—i.e. lost connectivity during testing, flags for rushing, or flags for taking too long on portions of the exam. Retakes for irregularities happened in less than 2% of test administrations.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information below regarding school leadership.

Table 4: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Efe Odeleye	Director	July 1, 2018	\$95,000
Osen Osagie	Director	July 1, 2018	\$95,000
Nava Coppin	Middle School Principal	July 1, 2018	\$90,000
Dianne Anderson-Guerrero	High School Principal In-Residence	Feb 1, 2021	\$85,000

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information below regarding learning environment at the school.

Table 5: School Culture and Climate Learning Environment

Learning Environment	2020	2021
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	191	188
Elementary School Attendance Rate (grades K-5)	N/A	N/A
Middle School Attendance Rate (grades 6-8)	95%	93.69%
High School Attendance Rate (grades 9-12)	N/A	N/A
Student - Teacher Ratio	165/15 (11:1)	261/20 (13: 1)

- b) Fill in the requested information below regarding the professional environment at the school.

Table 6: School Culture and Climate Professional Development

Professional Environment	2020	2021
Teacher Retention Rate (from SY 2019-2020 to 2020-2021)	18-19 (72%) 19-20 (70%)	11/15 (73%)
Total Staff Retention Rate (from SY 2019-2020 to 2020-2021)	18-19 (65%) 19-20 (76%)	23/29 (79%)
Frequency of teacher surveys and date of last survey conducted	Twice per School Year	Three Times this School Year
Percent of teachers who submitted survey responses	100%	100%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	90%	90%

- c) What were the three main positive aspects teachers identified in the latest survey?

Achievers had 100% of teachers take the Spring Survey and Principal Feedback Survey. The four most positive aspects were: satisfaction with the faculty and staff flexibility and adaptability to virtual learning, coaching and professional development was supportive and relevant; the safe return to in-person learning and COVID-protocols, and school culture (both virtual and in-person).

Direct quotes from our Spring Survey in May 2021.

Despite the challenges from virtual learning, I feel that we were well prepared, and things were well communicated.

The improvement of the students who came in versus being hybrid or virtual! The culture in the building (was good) given the fact (some of us new teachers) did not...really know anyone else going into the year.

Virtual student engagement was a highlight of the year for me. School store, MAP rap pep rally and virtual awards.

d) What were the three main challenges that teachers identified in the latest survey?

The main challenges surfaced in the Spring 2020 leadership survey was consistency among student attendance across classes during hybrid learning (which commenced in April); a more thorough re-introduction to school and expectations-setting for in-person learning, and more work “time”, whether for planning or professional development.

Direct quotes about what the school could improve from our Spring Survey in May 2021.

Reacclimating to in person learning and what that means for students and teachers.

I think the elements that needed to be worked on will be worked out or will be nonexistent next year because I felt as though many of the issues were from the pandemic.

Time and space in the curriculum to work across content areas on specific topics or ideas that might be important.

e) Fill in the requested information below regarding the school’s discipline environment in 2020-2021. If there was a noticeable increase or decrease in suspensions and expulsions in 2020-2021 compared to 2019-2020, then please describe the reasons for the change below the table.

Table 7: Discipline Environment 2019-2020

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K			
1			
2			
3			
4			
5			
6	90	1	0
7	91	0	0
8	84	0	0

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
9			
10			
11			
12			

With only one suspension in 2020, our suspension rate was down 700% from 7 suspensions in 2019. Achievers did not have any expulsions either year.

2.2. Family and Community Engagement

- a) Fill in the requested information below regarding family involvement and satisfaction.

Table 8: Family Involvement and Satisfaction

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	*0
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	June 15, 2021
Percent of parents/guardians completing the survey (consider one survey per household)	30%
Percent of parents/guardians that expressed satisfaction with the overall school environment	87%

*The School has approach several parents about board service.

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?

100% of the parents surveyed, though a small sample group, felt the school was handling the Pandemic well or "ok". Parents also ranked Achievers highly (80% or better) for "high expectations" at Achievers and respectful parent communication.

- c) What were the three main challenges identified by parents/guardians in the latest survey?

Parent expressed challenges with the length of the school day, the limited number of extracurricular opportunities, and general safety concerns for walkers getting to and from school.

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2020-2021 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.

Parent participated in the following events this past school year:

Event	Format	Frequency
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Orientation (English and Spanish Meetings)	Virtual	Throughout month of August 2020
Back to School Night	Virtual	Once Annually in September 2020
Quarterly Growth Awards Ceremonies	Virtual	Three times in 2020-2021 school year
MAP Pep Rally	Virtual	Twice a Year
Parent Conferences	Virtual	Three Times a Year
Teacher Appreciation Week Barbeque	In-Person	May 2020
Final Performance Task Projects	Hybrid	June 2020
8 th Grade Graduation	In-Person	June 2020

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e. in-person, virtually, hybrid, etc.

Parents helped to set up, staff, and contribute resources (i.e. coolers, grills) for the following events at Achievers in the 2020 school year. With regard to final projects, parents assisted their students with their STEAM projects and, in some cases, attended their students' presentations. Finally parents supported with our first 8th grade graduation by offering staffing support in the main office during peak times and assisting Spanish-speaking families. Finally, parents continue to support with enrollment and recruitment by referring other families. We were able pass out flyers and reference

Referrals and Recruitment	Hybrid	Rolling
Teacher Appreciation Week Barbeque	In-Person	May 2020
Final Performance Task Projects	Hybrid	June 2020
8 th Grade Graduation	In-Person	June 2020

- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Table 9: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Rowan at Burlington Country Community College	RCBC and Achievers ECP Signed a dual-enrollment and CAP course agreement for the 2020-2021 school year.	Achievers is still gauging the feasibility of executing our first course for 8 th grade students this year, but the Computer Application course would be a 3-hour weekly course over one trimester.

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Cisco Academy	Achievers ECP signed an MOU with Cisco Academies to become a Cisco Academy site for the next two years. Achievers will be working with the Camden Dream Center to receive training for teachers to run our first Cisco course offerings in high school, and augment our STEM offerings in middle school to better prepare students (i.e. more complex programming language exposure earlier).	Projected to be 3 to 4 hours per week per course in the classroom
STEAMWorks of Princeton	STEAMWorks provided project-based learning and robotics coaching for our students in the 2019-2020 school year.	2 hours weekly in Winter and Spring Quarters

Table 11: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Catholic Youth Organization	After-school care for students whose families underwent registration and paid the requisite fee. The bus picked students up from Achievers after school daily.	5-20 hours per week
Boys and Girls Club	Annual Teen STEM Conference and other events.	One day annually
Our Lady of the Lords	Achievers was invited to attend services and talk to families about the school. Achievers also partnered with Our Lady of Angels to serve hundreds of meals to families in Trenton this summer.	3 hours a week for 2 months

- b) Briefly describe how the educational and community partnerships established furthers the school's mission and goals.

The partnerships above support Achievers ECP’s ability to provide STEM opportunities, early college courses, and experiences that enable students to better understand their interests and discover new ones. Some of these partnerships also serve the practical needs of our families. i.e. aftercare.

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information below regarding board governance.

Table 10: Board Governance

Board Governance	
Number of board members required by the charter school’s by-laws	5
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	July 9, 2021
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	July 30, 2021

- b) List the amendments to by-laws that the board adopted during the 2020-2021 school year.

None.

- c) List the critical policies adopted by the board during the 2020-2021 school year.

The board in the process of adopting a full series of policies prepared by Straus Esmay Associates. They will be adopted by the September 2021 board meeting.

- d) What were the main strengths of the board identified in the latest board self-evaluation?

The main strengths identified by the board during from the past school year was its ability to grow board membership, update its policy manual with the full series of policies above and beyond the critical policies the school started with, and the high-quality whole-child centered educational program the board was able to administer during the pandemic (i.e. direct teaching in person and virtually, push in-supports for SPED, ELLs and struggling learners, attendance support for all students, SEL and wrap around service support for kids and families, and joyful celebrations to mark cultural and academic milestones throughout).

- e) What were the three main challenges identified in the latest board self-evaluation?

The board identified that it would work on the board operations, driving more work through committees, initiating succession planning, and developing a board handbook. The second gap was in the area of strategic planning; the school leaders have a one-year academic strategic plan, but the board will develop a five -year strategic plan to align with the next five years of the school’s charter, if granted. Finally, the board wants to engage in the work of codifying and institutionalize best practices after three

years of operation. For this, the school will utilize the school leaders and consultants that have been working with the school over the past one to two years.

3.2 Board Compliance

- a) Fill in the requested information below regarding the board. Add or delete rows as necessary.

Table 11: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Imebet Stewart, CICA, CRISC	3/1/18	3/1/23	Chairman	imebetd@verizon.net	Yes	Gov. 1 6/25/2019
Mayokun Oshin	3/1/19	3/1/23	Trustee	mayokun.oshin@gmail.com	Yes	Gov. 1 7/31/2020
Lawrence Patton	3/1/18	3/1/23	Trustee	lpatton@princetoncharter.org	Yes	Gov. 1 6/6/2019 Gov. 2 11/21/2009 Gov. 3 10/9/2019 Gov. 4 6/30/21
Alescia Dingle	2/4/2021	2/1/2023	Trustee	adingle@achieverscorp.org	Yes	Gov 1 6/22/21
William Keeby	2/1/2021	3/1/2023	Trustee	wkeeby@achieverscorp.org	Yes	Gov 1 6/23/21
Derrick Johnson	2/1/2021	3/1/2023	Trustee	djohnson@achieverscorp.org	Yes	Gov 1 Registered
Dr. Laretha Odumosu	2/1/2021	2/1/2023	Trustee	laretha.powell@gmail.com	Yes	Gov 1 Registered

- b) Pursuant to *N.J.A.C. 6A:11-4.12* (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

Please find all the school’s minutes posted here: <https://achieverscorp.org/board-of-trustees>.

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.

The last meeting of the Board of Trustees, as of the time of this report, was July 8, 2021.

- d) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix D** the board policy for the establishment of the grievance committee.

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information below regarding the timeline of the school's application process for prospective students for school year 2020-2021.

Table 12: School Year 2019-2020 Application Process Timeline

Application Process Timeline	
Date the application for school year 2020-2021 was made available to interested parties	1/30/2020
Date the application for school year 2020-2021 was due back to the school from parents/guardians	3/15/2020
Date and location of the lottery for seats in school year 2020-2021	N/A

- b) Provide the URL to the school's application for prospective students for school year 2020-2021. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.

Please find the application available here: <https://fridayparentportal.com/preregistration/v3/index.cfm?>

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2020-2021.

The pre-registration is only available on the school's website electronically (and can be easily completed via mobile phone); however, it is also accessible through targeted advertising on Facebook and Instagram. This past school year, Achievers worked with a social media company to expand our social media outreach and saw gains of over 100% enrollment applications digitally versus in-person. More than 80% of these applications are from the Spanish-speaking community in Trenton. To ensure we were capturing digital and live audiences, enrollment flyers were made available at local grocery stores, the Boys and Girls Club, Catholic Youth Organization, at food pantries, and at the local places of worship. Families that called the school were able to engage in pre-registration online, from their cellphone, or could make an appointment to come to the school.

- d) List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

Achievers Early College Prep Charter School's application is available in English and Spanish.

- e) List all ways in which the school advertised those applications for prospective students for school year 2020-2021 were available prior to the enrollment lottery.

This past year, prospective families received an Achievers Every Door Direct postcard mailer, saw school flyers, and met with the school's operations team during canvassing in the evening and on weekends at in the neighborhood of our school in late February and early March. Our Lady of Angels invited

Achievers to speak with families before and after church services. Current parents also filled our referral cards, and the main office staff followed up with the families listed on the referral cards.

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2020-2021.

Table 13: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2020-2021	Number of students retained in 2020-2021 for the 2021-2022 school year
K			
1			
2			
3			
4			
5			
6	5	85	88
7	4	92	89
8	0	82	84
9			
10			
11			
12			

- g) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

Table 15: School Site Facility Information

School Site Facility Information- Site 1	
Site name	Achievers Early College Prep Charter School
Facility lease information	544 Chestnut Street, Trenton, NJ 08611
Landlord name	Our Lady of the Angels, 21-23 Bayard Street, Trenton, NJ 08611
Lease commencement date	July 15, 2020
Lease termination date	July 15, 2025* Contingent Upon Renewal
2020-2021 annual lease cost	\$198,119.25

School Site Facility Information- Site 1	
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2020	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

School Site Facility Information- Site 2	
Site name	Achievers Early College Prep Charter School
Facility lease information	171 Division Street, Trenton, NJ 08611
Landlord name	Our Lady of the Angels, 21-23 Bayard Street, Trenton, NJ 08611
Lease commencement date	July 15, 2020
Lease termination date	July 15, 2025* Contingent Upon Renewal
2020-2021 annual lease cost	\$40,942.20
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2020	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	1
Total annual cost of all leases	\$239,061.45
Total lease amount budgeted for 2021-2022	\$396,238.50

Table 17: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Lease Summary	
Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2021-2022	0
Mortgage payment interest budgeted for 2021-2022	0

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.

Achievers strives to support the professional capacity of every teacher to further successful academic outcomes of scholars. Achievers values the contributions of all. Therefore, the goal is that 100% of Achievers staff receive strategic support throughout the 2019-2020 school year through use of the Teacher Development structures summarized below.

At a minimum, every teacher receives weekly or bi-weekly Planning Meetings with their direct manager or Instructional Coach, follow-up observations, and feedback that highlights glows, grows, and next steps from the visit. As an additional measure of support, Achievers provides Instructional Coaching to provide a specialized focus of support.

The Big Picture

Instructional Coaching at Achievers embodies a high level of wraparound support. Below is a list of Instructional Coaching activities that are aligned and present across coaching cycles.

<i>Before</i>	<i>During</i>	<i>After</i>
<ul style="list-style-type: none">• Initial Data Collection (including observations and student work analysis)• Initial Coaching Kick-Off Meeting• Establish Student Outcome Goal(s)	<ul style="list-style-type: none">• Establish Weekly/Bi-Weekly Teacher Action Goals• Pre-Observation Meetings• Observations• Written & Verbal Feedback	<ul style="list-style-type: none">• Goal Reflection & Data Analysis• Post-Coaching Survey

At Achievers Early College Prep, it is our honor and responsibility to seek continuous improvement and growth in our practice. As a result, our approach toward the evaluation process is anchored in transparency, rapid development, and student outcomes.

- ***Transparency:*** Achievers strongly believes that the essentials rubric is a tool that creates a common language around our community goals, expectations, and commitments. We know the importance of creating a trusting culture where we can freely discuss our strengths and areas of growth begins with being fair, transparent, and open. As a result, we are invested in candidly sharing the essentials rubric, evaluation process and calendar up front and consistently rooting our conversations and actions in the rubric.
- ***Rapid Development:*** The overall evaluation process prioritizes our commitment to expanding the skills and expertise of our staff and scholars in an ambitious but feasible manner. In other words, we feel a deep level of urgency around ensuring that our scholars have the skills, habits, and knowledge to excel and thrive in college. For this level of preparation to occur, we must work expediently to refine our craft and develop ourselves.
- ***Student Outcomes:*** As a member of the AECPP community, it is evident that you are here because you have an unequivocal belief in our scholars' abilities to succeed. That belief comes with an inherent responsibility to ensuring that our scholars achieve at the highest levels, allowing them to compete with their more affluent peers.

Evaluation Measure	Detailed Description
<p>Student Outcomes</p>	<p>What outcomes will be measured? Each scholar will take the NWEA Map Assessment three times a year. The MAP assessment is an interim, adaptive assessment that both identifies skills that scholars have already mastered as well as what they are ready to learn. Based upon the skills that were mastered, each student receives an assessment score and a growth goal. To ensure that growth goals are ambitious and feasible, NWEA uses anonymous assessment data from over 10 million students to determine how much a student can expect to grow <u>in a given</u> period of time based on their assessment score.</p> <p>What does this mean for the evaluation process? <u>In order to</u> determine if we are meeting student outcomes in an ambitious but feasible manner, we will use the MAP growth goals to assess our progress. The growth goals provided by the MAP assessment are statistically proven to be realistic and an accurate predictor of a scholars' performance on normed assessment. In other words, the evaluation process will rely heavily on whether students meet their growth goals during each assessment cycle.</p>
<p>Essentials Rubric</p>	<p>What is the essentials rubric? The essentials rubric was crafted based upon educational research and the best practices from notable education pioneers such as Charlotte Danielson and Uncommon Schools. Additionally, we took the additional but critical step of observing the classrooms of dozens of teachers in our region to determine the habits and skills that have led to the greatest educational outcomes for students.</p> <p>The essentials rubric was designed to set our teachers up for success by explicitly naming and outlining the most effective practices in teaching and professionalism.</p> <p>How will be rated on the essentials rubric? The essentials rubric is composed of 4 categories. Based upon weekly observations, coaching and management of workplace responsibilities you will receive a rating of developing, working towards, proficient or advanced in each category.</p> <p>Once all areas of the rubric have been rated, your category scores will be averaged <u>in order to</u> produce an overall rating. It is our expectation and commitment that all members of our community are proficient.</p> <p>Where can I find the essentials rubric? The essentials rubric can be found in our instructional guide. We will review the rubric as a community during summer professional development and individually through consistent touchpoints including <u>planning, staff and/or coaching meetings</u>.</p>

b) Provide a description of the school leader evaluation system that the school has implemented.

Middle School Principal Evaluation

Our middle school principal evaluation is the Leverage Leadership Performance Model. This model is built on eight levers that we believe will be the drivers for student academic success. *This year, we did not incorporate any SGO goals, as dictated by NJDOE.*

1. DATA-DRIVEN INSTRUCTION/WEEKLY DATA MEETING – Define the roadmap for rigor and adapt teaching to meet the students' needs
2. OBSERVATION AND FEEDBACK– Coach teachers to improve the learning
3. PROFESSIONAL DEVELOPMENT – Strengthen culture and instruction with hands-on training that sticks
4. PLANNING/INSTRUCTIONAL CULTURE– Prevent problems and guarantee strong lessons

5. STUDENT CULTURE – Create a strong culture where learning can thrive
6. STAFF CULTURE – Build and support the right team
7. MANAGING SCHOOL Instructional Leadership – Train instructional leaders to expand your impact
8. PRINCIPAL LEADERSHIP- The principal has a strong presence that exemplifies the core values of the community and the expectations that all teachers and staff can implement (i.e. student culture and adult culture).

Lead Person Evaluation

For the 2020-2021 school year, our Lead Person evaluation rubric was based largely on the principal evaluation policy and policy regarding “duties of the principal” from the NJ School Boards Critical Policy Manual. The rubric covers 15 criteria across several domains that include, but are not limited to, educational leadership, Program and Curriculum Development, and Compliance and Operations. The scale ranges from exemplary (4) to unsatisfactory (1) and requires that the Lead Person accompany their self-ranking with evidence.

After the lead person undergoes her self-evaluation, a trustee, on behalf of the board, then evaluates the lead person based on the data, artifacts shared and other data points collected throughout the school year and the evaluation process.

The rubric is then scored and with the expectation that the school leader averages a (3) proficient overall. The lead person then develops goals with the board to work on the trustees over the upcoming school year, prioritizing areas of weakness, especially where these areas of weakness impact student achievement, faculty and staff, or culture. Achievers Early College Prep intends to move toward a goal-based lead person evaluation system to provide a more robust evaluation system as this evaluation system is an adequate interim measure but not the most ideal tool. The Board of Trustees looks forward to developing a goals-based tool in the upcoming year and has named this as one of its goals.

- c) As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 14: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Board policy for the establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems
Appendix G	Appendix G 2021 – 2022 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy

Appendix J	Appendix J Graduation Policy
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Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2021.” Save each appendix by the file naming convention provided in the second column of the above table.