



**New Jersey Department of Education,  
Office of Charter and Renaissance Schools**

**Annual Report Template  
(Updated June 2022)**

## 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

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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 2021-2022 Report

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The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2022." To submit the report, upload it to the subfolder "Annual Report 2022" 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 2022" 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 1, 2022. 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 3, 2022.

## Annual Report Questions

### Basic Information about the School

Fill in the requested information in column 2 of Table 1, below.

**Table 1: Basic Information**

|                                                                                                |                                                                   |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Name of charter school                                                                         | <b>Achievers Early College Prep Charter School</b>                |
| Grade level(s) to be served in 2022-2023                                                       | <b>Grade Levels 6-9</b>                                           |
| 2021-2022 Total enrollment as of June 30, 2022                                                 | 346                                                               |
| 2021-2022 Students with Disabilities (SWD) enrollment as of June 30, 2022                      | 35                                                                |
| 2021-2022 English Language Learners (ELL) enrollment as of June 30, 2022                       | 40                                                                |
| Projected enrollment for 2022-2023                                                             | 360                                                               |
| Current waiting list for 2022-2023 by grade level<br><i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i> | Grade 6: 97<br>Grade 7: 30<br>Grade 8: 24<br>Grade 9: 26          |
| Waitlist within the district/region of residence                                               | 177                                                               |
| Waitlist of non-resident district/region of residence                                          | 0                                                                 |
| Website address                                                                                | <a href="https://achieversecp.org/">https://achieversecp.org/</a> |
| Name of board president                                                                        | Imebet Stewart                                                    |
| Board president email address                                                                  | imebetd@verizon.net                                               |
| Board president phone number                                                                   | (609) 532-8993                                                    |
| Name of school leader                                                                          | Osen Osagie                                                       |
| School leader email address                                                                    | oosagie@achieversecp.org                                          |
| School leader office phone number and extension                                                | 609-458-9568                                                      |
| Name of School Business Administrator (SBA)                                                    | Michael Falkowski                                                 |
| SBA email address                                                                              | mfalkowski@sboffice.com                                           |
| SBA phone number                                                                               | (732) 631-4009                                                    |

## School Site Information:

Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

**Table 2: School Site Information**

|                                                                  |                                                                      |
|------------------------------------------------------------------|----------------------------------------------------------------------|
| Site name                                                        | Achievers Early College Prep Charter                                 |
| Year site opened                                                 | August 2018                                                          |
| Grade level(s) served at this site in 2021-2022                  | Grades 6-9                                                           |
| Grade level(s) to be served at this site in 2022-2023            | Grades 6-9                                                           |
| Site street address                                              | 544 Chestnut Avenue                                                  |
| Site city                                                        | Trenton                                                              |
| Site zip                                                         | 08611                                                                |
| Site lead or primary contact's name                              | Osen Osagie                                                          |
| Site lead or primary contact's office phone number and extension | 609-458-9568                                                         |
| Site lead or primary contact cell phone number                   | 609-458-9568                                                         |
| Site lead's email address                                        | <a href="mailto:osagie@achieversecp.org">osagie@achieversecp.org</a> |

## 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 Commissioner-approved mission.

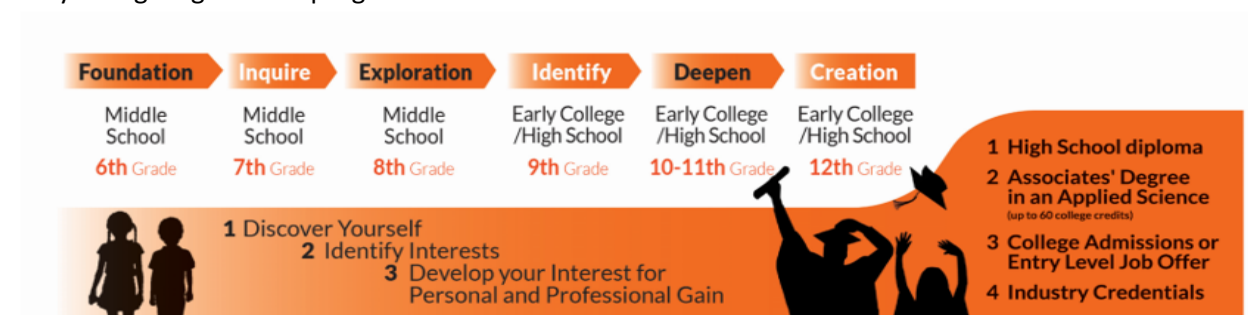
The mission of Achievers Early College Prep Charter School (Achievers ECP or Achievers) is to provide students with opportunities to develop their intellectual, emotional, and social potential through the equitable implementation of a rigorous, culturally responsive, STEAM-focused curriculum that fosters their transition to college and industry.

- b) Provide a brief description of the school's key design elements.

What differentiates Achiever ECP's school from other schools is our focus on creating space for students to develop intellect and agency. We also design experiences for self-actualization and career exploration

so that college and career preparation are more intentional. To this end, we dedicate a considerable amount of time to intervention to support student academic growth and better prepare them for our 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.



Furthermore, the school's key design elements support the mission to prepare our scholars for success in college and careers through rigorous academics, empowering school culture, non-cognitive skill development, and real-world and college preparation. Stakeholders commit to a set of shared core values: Tenacity, Ability, Allegiance, Excellence, and Empathy. We live by these core values at Achievers ECP. The model is based on the Inquire, Explore, Identify, and Deepen progression as students advance through each grade. We design experiences for self-actualization and career exploration so that college and career preparation are more intentional. To this end, the school dedicates a considerable amount of time towards differentiation and intervention to support student academic growth at the foundational level. This type of support better prepares students for our early college high school curriculum along with a myriad of learning and work opportunities in and outside of the classroom. for students to develop active intellect.

Our current ninth graders, who began in the school as 6th graders, will have had about 550 hours of STEAM programming and Project-Based Learning, 2+ years of Visual Arts, 3+ years of month-long final science-based projects, and a Networking Essentials and Audio Engineering Foundations electives they are completing in the 2021-2022 school year. Students are currently enrolled in one of three electives: A) Visual Arts B) Intro to Audio Engineering or C) Networking Essentials. Each pathway has a career, college prep, and honors program within it to adjust to the more personalized needs of students who may access NOCTI and skills training to meet their 120 credit and other graduation requirements, Cisco Academy or pathways.

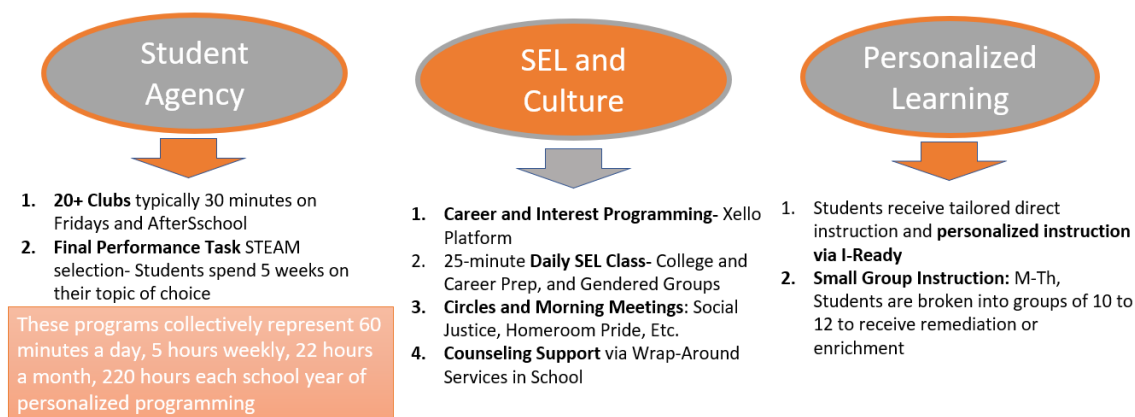
**Project-based Learning:** Achievers ECP makes project-based learning part of its curriculum as a tool for preparing students for critical thinking, collaboration, problem-solving, and success in college and the workplace. Our end-of-year Final Performance Task—our capstone project—is one key opportunity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

**The Digital Revolution, Amplify Science & STEAMworks:** In the 2020-2021 School Year, Achievers continue to use this innovative curriculum, 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 continues to be rated

with high ratings 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 students. Furthermore, for the third year in a row, STEAMWORKS continue to partner with AchieversECP to provide project-based and maker-lab experiences to its students in the 2020-2021 school year.

### 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 its schedule in both “siloes” 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,** Student Council continues to be strong and is student-led in its goals and operations. Student Ambassadors remained a smaller, staff-nominated group of students based on academic and community/behavioral standing. These scholars provided some peer conflict resolution work to other students and served as school-guide during visits from parents and the community.

**Growth Mindset and Jumpers Breakfast:** 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 monthly community circles and tackled topics ranging from navigating social media challenges, bullying, gossip, and overall 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:** Scholars were introduced to restorative disciplinary practices, engaged in peer counseling, and received mentoring and training from the School Social Worker on issues covering from friendships, decision-making, and social pressure.

- 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.

### 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.

**Table 3: Format**

|                |                                                                                                                                                                                                                                                                                               |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal           | Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.                                                                                                                                                                              |
| Measure        | Ex: Year over year growth in the participation and passing rates on AP tests.                                                                                                                                                                                                                 |
| Target         | Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2020-2021 to 2021-2022.                                                                                                                                                                                    |
| Actual Outcome | Ex: In 2020-2021, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2021-2022, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. <b>Goal has been met.</b> |

## 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.

## 1.3 Instruction

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

At AchieverseCP, we are consistently reflecting and adapting our instructional approach to ensure that we have standards-aligned materials that will increase our student achievement. Therefore, we ensure high-quality curriculum, teaching practices, and learning environments that are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven. In order to do this we look at opportunities to increase buy-in for use of standard-aligned materials among our Leadership Team and teachers. We start with the understanding of what it will take to get all students an equitable education that will have all students proficient as quickly as possible. Our staff and student wellness is

also greatly considered, which takes on even greater meaning after the pandemic and the ongoing pursuit for racial justice that received increased national attention this past year. Diversity, equity, and inclusion (DEI) and social emotional learning (SEL) are also key drivers of wellness and was woven into all aspects of our instructional model.

We also prioritize small group instruction focused on accelerating student learning. AchieversECP has strategically embedded small group instruction into our instructional model in order to meet every student where they are in their learning while greatly encouraging engagement with on grade level content. Our use of data-driven instruction & assessments is and continues to be consistent. Assessments and response-to-data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time. Lastly, we will continue to incorporate technology in every facet of our curriculum and program. Our 1-to-1 chromebook model will continue to leverage this technology to enhance and elevate our curriculum while creating informed digital citizens.

Lastly we put great emphasis on the primary factor that constitutes high quality instruction, which is simply great teaching. For teachers to be effective, well-leveraged leadership needs to be in place. Therefore, we believed and ensured that leadership was 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, appropriate special education supports that responds to individual learner's needs, and teachers facilitating new challenges and experiences that build students' interest and acumen in STEAM disciplines and careers--- all of this results in the upmost 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 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 address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

At AchieversECP, we used a variety of approaches to address learning loss and to ensure our students would recover and excel in academic work. As a start we determined our students' baseline math and ELA proficiency levels, by first identifying missed learning standards and content that are prerequisites, through testing using MAP and I-Ready. Additionally, we created specific schedules to address missed learning standards and content that are prerequisites for future learning. For subjects in which prior-

year content is a foundational prerequisite to future learning such as math and ELA, it is critical that we provide students with extra instructional time to cover missed concepts alongside current-year content. We also built daily extra help and direct instruction intervention time into after school tutorials as well as Saturday school, as needed. As a result of these changes we improved our intervention blocks, causing students to show growth in their personal goals, as it pertains to Math and ELA. Even though this is a strength, it continues to be an opportunity for growth, as we desire all students to at the very least be proficient in grade-level Math and ELA.

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2021-2022 school year.

Students who were required to quarantine during the 2021-2022 school year were required to participate in online instruction. The nurse notified the attendance team of every student quarantining. The Director of operations would reach out to the main office to ensure the student(s) had their chromebook. The front office would ensure the students had access to the internet. If they did not, they were given a hotspot. The student was emailed their schedule with Zoom links for all the classes they could participate in remotely and they were required to post their assignments in google classroom. If students required additional support, they will email their teacher and attend office hours virtually, or upon their return back to in-person instruction.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2021-2022 school year. What support will the school provide in the 2022-2023 school year?

**N/A**

## 1.4 Assessment

- a) On April 6, 2021, the United States Department of Education (USED) recognizing that “we are in the midst of a pandemic that requires real flexibility,” informed the New Jersey Department of Education (Department) that the administration of Start Strong Fall 2021 Assessments would satisfy federal statewide assessment requirements for the 2020-2021 school year. On October 13, 2021, the Department required the administration of Spring 2022 New Jersey Student Learning Assessments (NJSLA) between April 25 and June 3, 2022. Absent embargoed NJSLA spring of 2022 assessment data, the Department requests Start Strong Fall 2021 performance data to report on whether students required strong, some, or less support. Fill in the following Start Strong Fall 2021 Assessment data by the number and percentage of students requiring strong, some, or less support for all grade levels that participated in the Start Strong Fall 2021 Assessment.
- b) In addition to the Start Strong Fall 2021 Assessment data, the Department is requesting data from local benchmark assessments administered during the 2021-2022 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students 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). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

**Table 4: Start Strong Assessment Outcomes (Fall 2021)**

| Assessment | Strong Support<br>Number of students | Strong Support<br>Percentage of Students | Some Support<br>Number of students | Some Support<br>Percentage of students | Less Support<br>Number of students | Less Support<br>Percentage of students |
|------------|--------------------------------------|------------------------------------------|------------------------------------|----------------------------------------|------------------------------------|----------------------------------------|
| ELA 4      |                                      |                                          |                                    |                                        |                                    |                                        |
| ELA 5      |                                      |                                          |                                    |                                        |                                    |                                        |
| ELA 6      | 51                                   | 59%                                      | 21                                 | 24%                                    | 14                                 | 16%                                    |
| ELA 7      | 53                                   | 62%                                      | 22                                 | 26%                                    | 11                                 | 13%                                    |
| ELA 8      | 42                                   | 50%                                      | 14                                 | 17%                                    | 28                                 | 33%                                    |
| ELA 9      | 40                                   | 46%                                      | 19                                 | 22%                                    | 28                                 | 32%                                    |
| ELA 10     |                                      |                                          |                                    |                                        |                                    |                                        |
| MAT 4      |                                      |                                          |                                    |                                        |                                    |                                        |
| MAT 5      |                                      |                                          |                                    |                                        |                                    |                                        |
| MAT 6      | 79                                   | 89%                                      | 9                                  | 10%                                    | 1                                  | 1%                                     |
| MAT 7      | 59                                   | 68%                                      | 21                                 | 24%                                    | 7                                  | 8%                                     |

| Assessment | Strong Support     | Strong Support         | Some Support       | Some Support           | Less Support       | Less Support           |
|------------|--------------------|------------------------|--------------------|------------------------|--------------------|------------------------|
|            | Number of students | Percentage of Students | Number of students | Percentage of students | Number of students | Percentage of students |
| MAT 8      | 46                 | 57%                    | 26                 | 32%                    | 9                  | 11%                    |
| Algebra I  | 64                 | 73%                    | 11                 | 13%                    | 12                 | 14%                    |
| Geometry   |                    |                        |                    |                        |                    |                        |
| Algebra II |                    |                        |                    |                        |                    |                        |

**Table 5a: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2021**

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| ELA K      |           |        |           |
| ELA 1      |           |        |           |
| ELA 2      |           |        |           |
| ELA 3      |           |        |           |
| ELA 4      |           |        |           |
| ELA 5      |           |        |           |
| ELA 6      | 59.3%     | 22%    | 18.7%     |
| ELA 7      | 68.2%     | 18.8%  | 12.9      |
| ELA 8      | 57.6%     | 10.6%  | 31.8%     |
| ELA 9      | 44.7%     | 23.5%  | 31.8%     |
| ELA 10     |           |        |           |
| ELA 11     |           |        |           |
| ELA 12     |           |        |           |
| MAT K      |           |        |           |
| MAT 1      |           |        |           |
| MAT 2      |           |        |           |

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| MAT 3      |           |        |           |
| MAT 4      |           |        |           |
| MAT 5      |           |        |           |
| MAT 6      | 84.6%     | 12.1%  | 3.3%      |
| MAT 7      | 79.3%     | 11.5%  | 9.2%      |
| MAT 8      | 68.2%     | 12.9%  | 18.8%     |
| MAT 9      | 62.4%     | 12.9%  | 24.7%     |
| Geometry   |           |        |           |
| Algebra II |           |        |           |

**Table 5b: Proficiency Rates on Local assessments (% of Students) —End of Year Summative Assessment 2022**

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| ELA K      |           |        |           |
| ELA 1      |           |        |           |
| ELA 2      |           |        |           |
| ELA 3      |           |        |           |
| ELA 4      |           |        |           |
| ELA 5      |           |        |           |
| ELA 6      | 78.8%     | 5.9%   | 15.3%     |
| ELA 7      | 74.4%     | 10.3%  | 15.4%     |
| ELA 8      | 68%       | 13.3%  | 18.7%     |
| ELA 9      | 78.6%     | 7.1%   | 14.3%     |
| ELA 10     |           |        |           |
| ELA 11     |           |        |           |

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| ELA 12     |           |        |           |
| MAT K      |           |        |           |
| MAT 1      |           |        |           |
| MAT 2      |           |        |           |
| MAT 3      |           |        |           |
| MAT 4      |           |        |           |
| MAT 5      |           |        |           |
| MAT 6      | 85.7%     | 7.1%   | 7.1%      |
| MAT 7      | 81%       | 12.7%  | 6.3%      |
| MAT 8      | 75%       | 15%    | 10%       |
| MAT 9      | 66.1%     | 8.5%   | 25.4%     |
| Geometry   |           |        |           |
| Algebra II |           |        |           |

c) Identify the type of assessments used for interim assessment data:

| Assessment Type (interim assessment)                         | ✓ or X |
|--------------------------------------------------------------|--------|
| Solely charter created                                       |        |
| Vendor and charter created                                   | ✓      |
| Combination of solely charter and vendor and charter created |        |

d) Identify the type of assessments used for end of year assessment results:

| Assessment Type (end of year)                                | ✓ or X |
|--------------------------------------------------------------|--------|
| Solely charter created                                       |        |
| Vendor and charter created                                   | ✓      |
| Combination of solely charter and vendor and charter created |        |

- e) 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).
- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2021-2022 year.

| Subject | Grade Levels | Assessment                                                                                                                                                                   |
|---------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA     | 6-9          | iReady Diagnostics, iReady Personalized Learning (intervention blocks), NWEA MAP Growth Assessments (Fall, Winter, Spring), School created IA's (Google Classroom/Edulastic) |
| Math    | 6-9          | iReady Diagnostics, iReady Personalized Learning (intervention blocks), NWEA MAP Growth Assessments (Fall, Winter, Spring), School created IA's (Edulastic)                  |

- **NWEA MAP Assessment:** Diagnostic, Formative; Determined baseline of reading and mathematics proficiency
  - **Interim Assessments:** Summative; Assess student growth and achievement of ELA and Math
  - **I-Ready:** Formative; Determined baseline of reading and mathematics proficiency and measured growth as the school year progresses.
  - Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
- g) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

MAP and I-Ready assessments were diagnostics given to our students to measure their growth and progress in English Language Arts and Math. 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.

## 1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership.

**Table 6: School Leadership/ Administration Information**

| Administrator Name        | Title                           | Start Date | Annual Salary |
|---------------------------|---------------------------------|------------|---------------|
| Odeleye, Efe              | Co-Founder/Co-Director          | 6/7/2018   | \$120,000     |
| Osagie, Osen              | Co-Founder/Co-Director          | 6/7/2018   | \$120,000     |
| Coppin, Nava              | Middle School Principal         | 7/16/2018  | \$107,000     |
| Anderson-Guerrero, Dianna | Principal-in-Residence          | 7/1/2020   | \$93,000      |
| Sargeant, Erin            | Director of Curriculum, ELA     | 7/6/2021   | \$90,000      |
| Martinez, Katherine       | Director of Curriculum II, Math | 1/10/2022  | \$100,000     |
| Marcheski, Victoria       | Special Education Coordinator   | 8/2/2021   | \$75,000      |

## 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 in Table 7 below regarding the learning environment at the school.

**Table 7: School Culture and Climate Learning Environment**

|                                                                                                                   |                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)</b> | 92.56                                                                                                                                  |
| <b>Elementary School Attendance Rate (grades K-5)</b>                                                             | NA                                                                                                                                     |
| <b>Middle School Attendance Rate (grades 6-8)</b>                                                                 | Total days enrollment for Grades 6: 93.71%<br>Total days enrollment for Grades 7: 92.29%<br>Total days enrollment for Grades 8: 92.44% |
| <b>High School Attendance Rate (grades 9-12)</b>                                                                  | Total days enrollment for Grades 9: 95.70%                                                                                             |
| <b>Student - Teacher Ratio</b>                                                                                    | 12:1                                                                                                                                   |

- b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

**Table 8: School Culture and Climate Professional Environment**

|                                                                                                                     |                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher Retention Rate from SY 2020-2021 to 2021-2022</b>                                                        | We retained 15 of 29 teachers after the non expansion decision and our first year back from Covid. Our close to 80% retention rate from 2021 went down to 52% this year. |
| <b>Total Staff Retention Rate from SY 2020-2021 to 2021-2022</b>                                                    | 60%                                                                                                                                                                      |
| <b>Frequency of teacher surveys and date of last survey conducted</b>                                               | Teacher satisfaction surveys are conducted twice annually.                                                                                                               |
| <b>Percent of teachers who submitted survey responses</b>                                                           | 95%                                                                                                                                                                      |
| <b>Percent of teachers who expressed satisfaction with school leadership or with the overall school environment</b> | 75%                                                                                                                                                                      |

- c) What were the three main positive aspects teachers identified in the latest survey?
- Our SEL survey data identified our teachers in showing a great deal of respect to each other. Stating that they have positive reoationships and attitudes about each other and can trust each other with challenges they respect
  - Our SEL survey data identified our teachers as being extremely positive about new initiatives that we implement to improve teaching and learning. In doing so, teachers also appreciated the support they receive from theri colleagues and administrators.
  - Ourl SEL survey data also identifies teachers feeling like they have a space to express their concerns as it pertains to instructional and personal development. They appreciated the implenetations of “Teacher Wellness” supports that we put in place to combat the Covid-19 challenges
- d) What were the three main challenges that teachers identified in the latest survey?
- Teachers identified that they are some challenges wih students being enthusiastic about their interactions with other students. Given the impacts of COVID, some social emotional elements need to continue to be introduced.
  - Teachers identified that they are some challeges with students being respectful to each other in a way that is loving and enduring, through the use of social media and other technolgy platmforms. Even though it’s not of great concern, teachers continue to look for ways to support students.
  - Teachers identified challenges with balancing the need of student social emotional support in their classrooms, with the demand of educational expectations, citing their was not enough time to get everything done in a timely manner.

- e) Fill in the requested information below regarding the school's discipline environment in 2021-2022. If there was a noticeable increase or decrease in suspensions and expulsions in 2021-2022 compared to 2020-2021, then please describe the reasons for the change below the table.

**Table 9: Discipline Environment 2021-2022**

| Grade Level | Number of students enrolled as of Oct. 15, 2021 | Number of students receiving an out-of-school suspension (unique count) | Number of students expelled |
|-------------|-------------------------------------------------|-------------------------------------------------------------------------|-----------------------------|
| K           | 0                                               | 0                                                                       | 0                           |
| 1           | 0                                               | 0                                                                       | 0                           |
| 2           | 0                                               | 0                                                                       | 0                           |
| 3           | 0                                               | 0                                                                       | 0                           |
| 4           | 0                                               | 0                                                                       | 0                           |
| 5           | 0                                               | 0                                                                       | 0                           |
| 6           | 91                                              | 7                                                                       | 0                           |
| 7           | 90                                              | 8                                                                       | 0                           |
| 8           | 87                                              | 10                                                                      | 0                           |
| 9           | 88                                              | 5                                                                       | 0                           |
| 10          | 0                                               | 0                                                                       | 0                           |
| 11          | 0                                               | 0                                                                       | 0                           |
| 12          | 0                                               | 0                                                                       | 0                           |

## 2.2. Family and Community Engagement

- a) Fill in the requested information in Table 10 below regarding family involvement and satisfaction.

**Table 10: 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                                                                 | July 24, 2020 |
| Percent of parents/guardians completing the survey (consider one survey per household)                        | 65%           |
| Percent of parents/guardians that expressed satisfaction with the overall school environment                  | 84%           |

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

- Overwhelmingly (92%), Our parents reported being satisfied with the school's "learning environment and believe it's an excellent place for education", upon our return back to in-person instruction.
- Overwhelmingly (95%), our parents reported being satisfied with the school's "length of the school day" upon our return back to in-person instruction.
- Overwhelmingly (93%), our parents reported being satisfied with the school's "location and the cleanliness and good condition of the school", upon our return back to in-person instruction.

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

- In the latest survey, parents reported a number of challenges associated with the pandemic: the decline in social engagement for their children, scarcity of mental health supports, and challenges with the overall efficacy of remote learning as compared to traditional instruction. As a result parents exhibited a number of behavior challenges in at home and in school, which over the year improved. For most students these challenges were not severe, but notable and took some time for students to adjust.
- Parents also noticed that their child experienced severe academic gaps, related to the pandemic. Although this was not reflected in a direct question asked in the survey, several comments were mentioned on the challenges their child was experiencing as it relates to the completion of homework and academic results in assessments
- Lastly, parents (not a huge amount of parents, but noticeable decline) noted their child(ren) not "feeling completely safe in school". The contributions of the nation-wide "tick-tok" challenges, which encouraged students to post a video of themselves performing an inappropriate task (which includes vandalizing school property, physically assaulting a teacher and school shooting

threats) has taken on form of its own this school year. Even though AchieversECP did not experience many of the challenges that incited students to act upon, we responded to the national school shooting threats, with much heightened attention by adding more school security, checking (at time random) school bookbags and ensuring that all students & staff were consistently informing LT of any and all suspicious behaviors and in school and on social media.

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2021-2022 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.

### **New Family Orientation**

Parents and families were invited to the school to meet the leaders and teachers, tour the building, take care of sports, after-care and extracurricular activity sign-ups, and purchase uniforms directly from the school's vendor. Parents were also able to meet teachers, ask about the code of conduct, and take care of school supplies.

### **Back to School Night**

In September, parents and guardians were invited to this event to learn all the teachers and get a syllabus per class. They got to hear about classroom expectations, independent nightly reading requirements, and homework expectations per class and were provided with each teacher's contact information.

### **Black History Cultural Week**

Students engaged in a week-long activities that culminated in an International Food Festival and dance party after school. Many dishes were contributed by students that reflected their family backgrounds, and teachers contributed dishes as well.

### **Hispanic Heritage Week Programming**

Students prepared for the Hispanic Heritage Month production between the months of October and November and presented a fusion of music, dancing, representing a wide range of Latino cultures. Students had the option of coming to school in traditional attire or colors that represented their families' home country flags.

### **Quarterly Parent Teacher Conferences**

Parents were required to attend parent conferences on a quarterly basis. This enabled the school to have regular academic touchpoints with every parent. The attendance rate for conferences was just under 80% and Achievers looks forward to improving that average.

### **Quarterly Honor Roll and Jumpers Breakfast**

Achievers also celebrated students who achieved Honor Roll, High Honor Roll, STEAM Friday Leaders, 1-Million Words Read leaders, and other students who demonstrated significant growth on the Math (or other benchmarks) on a quarterly basis. Parents and student awardees were invited for a hot breakfast and awards ceremony, and the full school attended the awards ceremony during the Small Group Instruction Block.

### **Ceremonies for Grades 6 and 7**

Achievers held ceremonies for scholars and their families to celebrate honor roll and academic achievements. The school recognized scholars for Perfect Attendance, Honor Roll for all four quarters,

High Honor Roll for all four quarters, Girls Who Code, and STEAM, and an onslaught of teacher-nominated awards for most improved, best smile, best Zoom filter, and other novel categories.

- 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.

**Recruitment:** Parents passed out flyers, provided referrals to our school operations team, talked with friends and religious and social organizations about Achievers, and once again pitched lawn advertisements in their lawns and windows to support recruitment efforts.

**Volunteer Opportunities:** This year, we had parent volunteer work in the summer to support registration and throughout various points in the main office during the school year, particularly around parent conferences.

Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

**Table 11: 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 <sup>th</sup> grade students this year, but the Computer Application course would be a 3-hour weekly course over one trimester. |
| 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 12: Community Involvement with Community Institutions**

| <b>Partnering Organization</b> | <b>Description of the Partnership</b>                                                                                                                                                           | <b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 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**

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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 in Table 13 below regarding board governance.

**Table 13: Board Governance**

|                                                                                                                                 |               |
|---------------------------------------------------------------------------------------------------------------------------------|---------------|
| Number of board members required by the charter school's bylaws                                                                 | 7             |
| Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )             | July 8, 2022  |
| Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> ) | June 30, 2002 |

- b) List the amendments to bylaws that the board adopted during the 2021-2022 school year.

None

- c) List the critical policies adopted by the board during the 2021-2022 school year.

- Cell Phone Policy
- AECPS Code of Conduct Policy
- K-12 Promotion Guiding and Beliefs Policy

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

The board identified how they worked well together to help the school get ready for and receive the renewal decision. They also identified the pandemic response as a strength, followed by the school's performance in ELA on the NJSLA. Students performed overwhelmingly well in the year coming back from covid, and this is a credit to our teachers and the decisions the administration made throughout the pandemic.

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

The board identified the Department's decision not to expand the school as the number one challenge. However, secondarily and thirdly the board identified the need to move work between meetings and resolved to utilize committees more consistently. The July board retreat focused on reviewing a newly drafted strategic plan and creating and using committees to the benefit of the long-term school goals. The updated committed structure reflects the following decisions:

- Finance committee - will now include: building and grounds, contracts, fundraising
- Personnel committee - will now include: internal policies, staffing, human resources
- School performance - will now include: academics, school performance, curriculum and assessments, special education
- Community and External Relationships - external policies, advocacy, family engagement, community partnerships

Committees likely will meet several times a year based on need rather than monthly. In some cases the need for monthly meetings is not anticipated, although the Finance and School Performance

committees will speak monthly. During the July retreat each committee was assigned a chair to oversee its work.

Overall, each committee will work at a different level of engagement based on the needs of the school. This will help alleviate board member burnout and gives board members the ability to know in advance the committee meeting dates by setting committee calendars for the proceeding school year. Committee work will be conducted in alignment with the school's current strategic plan, which has been developed over the course of the 2021-22 school year and includes the input of the board and the administrative team. The strategic plan outlines the priorities, objectives, and SMART goals that will remain a focus for the charter term. The priorities align with the Department's performance expectations and charter school best practices, and the plan *addresses both the challenge of supporting students and staff in the current grade configuration as well as growing through 12th grade to ultimately accomplish the school's founding mission.*

### 3.2 Board Compliance

- a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

**Table 14: 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                                                    |
|------------------|------------|----------------------|---------------|------------------------------|-----------------------------------|--------------------------------------------------------------------------------|
| Mayokun Oshin    | 3/1/2019   | 3/1/2023             | Trustee       | mayokun.oshin@gmail.com      | 8/2/2021                          | Gov. 1: 11/17/20<br>Gov. 2: 07/30/21<br>Gov. 3: 06/20/22<br>Gov. 4: registered |
| Imebet Stewart   | 3/1/2020   | 3/1/2023             | President     | imebetd@verizon.net          | Need date of clearance            | Gov. 1: 06/25/19<br>Gov. 2: 07/11/21<br>Gov. 3: 07/11/21<br>Gov. 4: 07/01/22   |
| Lawrence Patton  | 3/1/2020   | 3/1/2023             | Trustee       | lpatton@princetoncharter.org | Need date of clearance            | Gov. 1: 06/06/19<br>Gov. 2: 11/21/19<br>Gov. 3: 10/09/19<br>Gov. 4: 06/30/21   |
| Elizabeth Murphy | 8/5/2021   | 6/30/2023            | Trustee       | efarleymurphy@msn.com        | Need date of clearance            | Gov. 1: 09/04/21<br>Gov. 2: 12/06/21<br>Gov. 3: 12/06/21<br>Gov. 4: 12/06/21   |
| Alescia Dingle   | 2/4/2021   | 2/1/2023             | Trustee       | alesciamarie@gmail.com       | 9/12/2021                         | Gov. 1: 06/22/21<br>Gov. 2:<br>Gov. 3:<br>Gov. 4:                              |

|                 |          |          |         |                               |           |                                                   |
|-----------------|----------|----------|---------|-------------------------------|-----------|---------------------------------------------------|
| Derrick Johnson | 2/1/2021 | 3/1/2023 | Trustee | djohnson@achie<br>versecp.org | 9/1/2021  | Gov. 1: 01/05/22<br>Gov. 2:<br>Gov. 3:<br>Gov. 4: |
| William Keeby   | 2/1/2021 | 3/1/2023 | Trustee | wektfa@gmail.c<br>om          | 6/18/2021 | Gov. 1: 06/23/21<br>Gov. 2:<br>Gov. 3:<br>Gov. 4: |

- 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.

**Board of Trustees Link:** <https://achieversecp.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.

## July 2022

- 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 in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2021-2022.

**Table 15: School Year 2021-2022 Application Process Timeline**

|                                                                                                  |            |
|--------------------------------------------------------------------------------------------------|------------|
| Date the application for school year 2021-2022 was made available to interested parties          | 12/20/2020 |
| Date the application for school year 2021-2022 was due back to the school from parents/guardians | 6/17/2021  |
| Date and location of the lottery for seats in school year 2021-2022                              | 3/15/2021  |

- b) Provide the URL to the school’s application for prospective students for school year 2021-2022. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.

*Not applicable. The application is available online in English and Spanish.*

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2021-2022.

The application is only available electronically; however, enrollment flyers were made available at local grocery stores, the Boys and Girls Club, Catholic Youth Organization, Trenton Music Makers, and at small businesses along the South Broad Street corridor. Families that called the school were able to engage in pre-registration online, from their cell phone, or could make an appointment to come to the school for assistance or a tour.

- 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 that applications for prospective students for school year 2021-2022 were available prior to the enrollment lottery.

Prospective families received Achievers Every Door Direct postcard mailers, saw school flyers and lawn signs around their communities, and met with the school's operations team during canvassing in the evening and on weekends at in the neighborhood of our school sites new location in Chambersburg in late February and early March. Our Lady of Angels invited Achievers to speak with families before and after church services prior to the pandemic and shutdown.

- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2021-2022.

**Table 16: 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 2021-2022 | Number of students retained in 2021-2022 for the 2022-2023 school year |
|-------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|
| K           |                                                                       |                                                                          |                                                                        |
| 1           |                                                                       |                                                                          |                                                                        |
| 2           |                                                                       |                                                                          |                                                                        |
| 3           |                                                                       |                                                                          |                                                                        |
| 4           |                                                                       |                                                                          |                                                                        |
| 5           |                                                                       |                                                                          |                                                                        |
| 6           | 5                                                                     | 3                                                                        | 0                                                                      |
| 7           | 19                                                                    | 6                                                                        | 0                                                                      |

| Grade Level | Number of student withdrawals (for any reason) during the school year | Number of students enrolled after the first day of school year 2021-2022 | Number of students retained in 2021-2022 for the 2022-2023 school year |
|-------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|
| 8           | 18                                                                    | 9                                                                        | 0                                                                      |
| 9           | 14                                                                    | 6                                                                        | 0                                                                      |
| 10          |                                                                       |                                                                          |                                                                        |
| 11          |                                                                       |                                                                          |                                                                        |
| 12          |                                                                       |                                                                          |                                                                        |

- b) 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 Table 17 below and fill it out for each school site if the school has more than one site.

**Table 17: School Site Facility Information**

|                                    |                               |
|------------------------------------|-------------------------------|
| Site name                          | Achievers Early College Prep  |
| Facility lease information         | 544 Chestnut Ave, Trenton, NJ |
| Landlord name                      | Our Lady of the Angels        |
| Lease commencement date            | April 1, 2020                 |
| Lease termination date             | July 31, 2025                 |
| 2021-2022 annual lease cost        | \$239,724                     |
| Facility mortgage/bond information | N/A                           |
| Purchase date                      | N/A                           |
| Mortgage lender/Bond Issuer(s)     | N/A                           |

|                                            |     |
|--------------------------------------------|-----|
| Outstanding loan amount as of July 1, 2022 | N/A |
| Latest date of appraisal                   | N/A |
| Appraised value of property                | N/A |

**Table 18: School Site Facility Information Lease Summary**

|                                           |                           |
|-------------------------------------------|---------------------------|
| Total number of leased facilities         | 1 (3 Buildings on 1 Site) |
| Total annual cost of all leases           | \$438,676                 |
| Total lease amount budgeted for 2022-2023 | \$444,239                 |

**Table 19: School Site Facility Information Mortgage/Bond Summary**

|                                                  |     |
|--------------------------------------------------|-----|
| Total number of mortgaged facilities             | N/A |
| Total mortgage/bond amount                       | N/A |
| Mortgage principal budgeted for 2022-2023        | N/A |
| Mortgage payment interest budgeted for 2022-2023 | N/A |

- 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.

At Achievers Early College Prep, it is our honor and responsibility to seek continuous improvement and growth in our practice. All teachers are observed by a well-trained principal or certified supervisor (who are appropriately certified) multiple times using the Leverage Leadership framework, which is a state-approved evaluation tool. To ensure observers are appropriately trained, they participate in annual training sessions, conducted by the school and led by the superintendent/chief school administrators. Furthermore, in the beginning of the school year, all observers participate in at least two co-observations together( to norm), which help ensure that there is consistency in observations and that our tool is being used as intended.

We also ensure post-conferences for each of our teachers after each formal observation. Through post-conferences and other sources of feedback on their practice, all teachers connect professional growth opportunities directly to what's happening in their classrooms.

Our evaluation tool help guide observers as they identify key components of effective teaching during classroom visits. They also help ensure that a teacher's practice is evaluated consistently and that

teachers are receiving meaningful feedback. This feedback is then used to tailor our professional development to a teacher's individual needs. Through this observation and feedback cycle, AchieversECP creates a common language of instruction to foster collaboration between staff and enhance professional learning communities.

As a result, our approach toward the evaluation process is anchored in transparency, rapid development and student outcomes. Transparency: Achievers' strongly believes that the essential 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 that begin 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. In order 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 AECP 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.

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

The purpose of the AchieversECP Principal evaluation system is to induct and train principals in the AchieversECP philosophy, core values, education, and school culture model. Our systems provide ongoing support for principals as they enact their philosophy of education and leadership, developing key foundational elements to successfully lead. This model is built on **eight levers** that we believe will be the drivers for student academic success. **Please see below the following components of an effective Principal (adopted from Leverage Leadership Rubric).**

### **Leverage Leadership Performance Model**

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 LEADERSHIP TEAMS** – Train instructional leaders to expand your impact across the school
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 (ie..student culture and adult culture).

- 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 20: Appendix File Naming Convention**

| Appendix                   | File Naming Convention                                                                           |
|----------------------------|--------------------------------------------------------------------------------------------------|
| <a href="#">Appendix A</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 2022 – 2023 School Calendar                                                           |
| Appendix H                 | Appendix H Organizational Chart                                                                  |
| Appendix I                 | Appendix I Promotion/Retention Policy                                                            |
| Appendix J                 | Appendix J Graduation Policy                                                                     |

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2022.” Save each appendix by the file naming convention provided in the second column of the above table.