



A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL

Transforming Tomorrow Today

Annual Report

School Year 2021 - 2022

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

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Board Chair: Ursula Wright

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I. School Description

A. Mission Statement

Achievement Prep's mission is to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. The mission is supported by the following beliefs upon which Achievement Prep is built:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education.
- Closing the achievement gap in education is the “good fight” all schools must fight - and win.
- When provided with a highly structured, disciplined, and supportive learning environment, and with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality-learning environment.
- Our most important partnership is the partnership with our parents.

B. School Program

1. Curriculum Design and Instructional Approach

In the 2021-22 School Year, Achievement Prep served 67 scholars in PK3 & PK4 and 134 scholars in grades K–3. Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college, and beyond through a rigorous college-preparatory curriculum focused on the core areas of reading, writing, and math. In order to fulfill its mission and ensure that Achievement Prep scholars are fully equipped to compete academically with peers from the most rigorous college-preparatory programs in the nation, Achievement Prep has chosen curricular materials that support scholars' success in these standards.

Learning Standards

The Common Core State Standards (Common Core) provide the framework for Achievement Prep's content standards. Achievement Prep staff work strategically and relentlessly to ensure that scholars master all of the Common Core clear and rigorous academic standards.

Curriculum

Achievement Prep's academic program rests upon a rigorous Common Core standards- based curriculum focused on english language arts and mathematics for Grades K-3. Achievement Prep uses curricular resources in the math and ELA courses that have proven success in other excellent schools serving a similar population of students.

English Language Arts

Achievement Prep scholars take double periods of English language arts instruction. The elementary school has three periods of literacy instruction - reading, writing and guided reading. All grades and all classes also have an additional block of foundational reading instruction. Achievement Prep's overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

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

Our school uses the i-Ready program, an adaptive blended-learning reading intervention curriculum built to address the Common Core that provides rigorous, on-grade-level instruction and practice. We also used Foundations, a program focused on development literacy instruction that reinforces strong phonics, decoding and beginning writing skills.

Fluency

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

Even virtually, our scholars had 20 minutes of guided reading to also develop their fluency skills. One component of strong guided reading instruction includes fluency and teachers regularly included fluency in their guided reading instruction and provided scholars with strategies and instruction to improve their reading fluency. Guided reading is conducted in flexible small groups (virtually, in breakout rooms) that are adaptable based on scholar needs.

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

Writing

In addition to the five key components of strong reading instruction, Achievement Prep offers a rigorous writing curriculum that teaches scholars to write with excellent organization, elaboration, and flow in multiple genres. Achievement Prep follows the Common Core writing standards for all grades.

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

Mathematics

Achievement Prep scholars have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. Our school has three periods of math instruction that includes two small group math rotations. The mathematics courses have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many scholars lack, and infuses new concepts and skills. Story Problems teaches scholars how to apply this procedural knowledge to complex, multi-step problems—often with “real world” significance. The distinction between procedures and problem solving is clear—one provides the concepts and skills while the other provides problem-solving applications.

Inclusive and Suitable Curriculum for All Scholars

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

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

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

AppleTree @ Achievement Prep

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

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

2. Parental Involvement - Parents as Partners

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

parents are expected to attend parent-teacher conferences and ensure that their scholar attends school regularly and promptly.

Achievement Prep sponsors monthly family events, where we welcome families into the school for food, activities, and community building. Families have ongoing access to their scholar's grades via PowerSchool. Families are required to meet with teachers virtually or in-person at least three times per year to discuss their child's academic progress. We use these conferences as opportunities to build support and strengthen the partnership between family and school.

II. School Performance

A. Performance and Progress

1. Meeting the Mission

Achievement Prep is meeting part of its mission to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. We are working diligently to improve the PARCC and MAP test scores of 100% of our scholars to specifically address the part of our mission that focuses on high-achievement. While our scores have been lower than what the school deems acceptable, we believe that both instructional and programming decisions will help regain our status as a high-achieving school in the near future.

Previously, Achievement Prep Elementary School earned double-digit growth on PMF two years in a row and ranked among the top 7 most improved public charter schools in the District on growth and PARCC. Our 2021-2022 approaching proficiency percentages in both ELA and Math were on par with our 2017-2018 performance, one of our double-digit growth years pre-pandemic. We are also pleased that our "Students With Disabilities" group earned Level 4+ at a higher rate than the "All" student group.

Key Mission-Related Programs

Achievement Prep is working to meet its mission through the following network-wide mission-related programs:

Making College a Reality

The primary goal of Achievement Prep is to provide a rigorous academic environment in which all students can achieve excellence. Our program puts all students on a college preparatory track. Beginning in kindergarten, Achievement Prep scholars are exposed to the idea of college, the hard work it takes to be successful in college, and the fact that all they do each day is preparing them to attend and graduate from college. All of our scholar advisories are named after a Platinum Teacher's college/university alma mater. We refer to each grade of scholars by the year they will graduate from college. Our goal is 100% college acceptance and graduation.

Be the DREAM – Character and Leadership

This program is integral to Achievement Prep's mission and is based on the notion set forth by Dr. Martin Luther King, Jr.: "strong mind and tender heart"—the idea that a complete education includes the development of intellectual competence, as well as the nurturing of fine character. An emphasis on Achievement Prep's DREAM (Determination, Respect, Enthusiasm, Accountability and Mastery) values is integrated into the academic courses and throughout the school culture. The goal is for Achievement Prep scholars to not merely do "well," but also to do "good."

Laser Focus on Language Arts

Achievement Prep scholars have at least double the amount of ELA instruction in comparison to their peers. Scholars receive three hours of literacy instruction each day. At our Elementary School, scholars receive literacy instruction in small groups, whole class, and via independent technology learning.

Extended School Day and School Year

All Achievement Prep scholars participate in an extended school year and school day program. In a traditional year, scholars attend school for 180 days in the academic year with extended hours each day with scholars in school from 7:45am – 4:00pm. This extended time throughout the school year and almost 2 hours more of instructional time each day than the traditional public schools, allows additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. Due to the COVID-19 pandemic, extended day in-person instruction was modified to include enrichment opportunities for scholars.

Exemplary Teaching Staff

Teachers are the greatest levers of change. We commit to having a high-quality teacher in front of our scholars at all times. Our teachers are a determined team of educators who push one another to create and sustain an outstanding environment for teaching and learning. We are driven by a belief that the quality of our instruction has the most immediate impact on our ability to achieve our mission.

Professional Development

At Achievement Prep, we believe that teaching matters—greatly. Since primarily two factors drive student achievement—what is taught and how it is taught—Achievement Prep believes that it is vital to invest in all of its teaching professionals so that they can become great, master teachers.

In 2021-2022, the school provided high quality professional development prior to the start of school with a 3-week Summer Institute, and during the school year through 3 hours of weekly professional development sessions, 8 full-day professional development days, weekly observations, and bi-weekly 45-minute individual meetings to build instructional skills, knowledge, and strategies throughout the week.

Achievement Prep continued to invest in Relay’s Get Better Faster rubric, coupled with the Danielson Framework to ensure that teacher goals, feedback, and development opportunities are grounded in research-based tools.

Strong School Culture

A strong school culture is conducive to high student achievement. Achievement Prep works strategically and relentlessly to create a culture of high achievement and celebration. Achievement Prep has established a positive, caring, tough-love atmosphere where scholars feel safe and successful socially, emotionally and academically. Through programs such as the DREAM Dollars (weekly scholar paychecks of symbolic funds), Preppie and Proud (Achievement Prep’s weekly community celebration), daily Community Closeouts, and Morning Meetings, Achievement Prep has created an environment where scholars and staff alike embrace the concept of team and family and celebrating and rewarding appropriate behaviors.

J-Factor

Joy (J-Factor) is a cornerstone of each of our schools. Achievement Prep scholars love learning and knowing that each day they are “getting their brains stronger.” We infuse joy and excitement into our learning via chants, songs, and advisory calls. We also know that it is important to recognize scholars for their hard work, so we are always celebrating scholars with weekly recognitions and awards. Scholars

enjoy “Preppie and Proud” Wednesdays, where the afternoon is about celebrating them! Scholars participate in the weekly Preppie and Proud event, visit the DREAM store, earn Century Club, Scholar Ballers are recognized, and they receive “you just never know” trips and awards.

2. Meeting the Goals and Academic Achievement Expectations in the Charter

Achievement Prep underwent its ten-year review by the DC Public Charter School Board (PCSB) during the 2017–18 School Year. The PCSB granted Achievement Prep Middle School continuance based on its previous five years of performance. Achievement Prep’s Elementary Campus was granted continuance with conditions that addressed overall PMF performance and accreditation. In the 2020-2021 school year, our conditions were lifted. Achievement Prep still uses PMF as goals. However, DC PCSB did not produce PMF scores for school year 21-22.

Student Achievement PARCC

In the 2021-22 School Year, all 3rd grade scholars at Achievement Prep took the statewide assessment, PARCC. Our most recent PARCC results, 41% of scholars earned a Level 3+, approaching proficiency, in Math (higher than the the DC Public Charter School sector). 15% of our third grade scholars met or exceeded expectations for grade-level learning standards in Math at a Level 4. Scholars with IEPs and “at-risk” performed on par with the “All” student group, meeting and/or exceeding grade-level standards in Math..

COVID-19 Response

We were excited to return to in-person learning for the 2021-22 school year. We began the school year earlier than normal to provide time and space for scholars to adjust to being in a physical classroom with other scholars for a full-day. First, everyone in the building was required to wear a mask-at all times. Each classroom was organized to meet the physical distancing requirements outlined by OSSE and DOH. Classrooms were stocked with PPE and other supplies. We implemented weekly testing for scholars and staff through a partnership with Shield T3 and required that scholars show a negative test result in order to return from breaks or extended absences.

We knew the impending “summer slide” during quarantine would reveal the necessity for a strong recovery plan. Our response to learning loss continued after the school year through our participation in the High Impact Tutoring program funded by OSSE.

AppleTree @ Achievement Prep

The Every Child Ready Math curriculum-based measure (ECR:M) was created to align closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable information to teachers and families on areas of strength and challenge in children’s mathematical development. The ECR:M assessment measures skills in the areas of: number concepts (such as identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs.

The ECR Language and Literacy (ECRLL) assessment measures students’ progress on the Every Child Ready Standards for language and literacy. Teachers administer this assessment one-on-one five times per year in order to measure the language and literacy skills children acquire and that are important for learning to read. Some of these skills include: phonological awareness, understanding the parts of a book,

using descriptive language, and narrative comprehension.

The Classroom Assessment Scoring System (CLASS) is an observational instrument to assess classroom quality. The CLASS tool was designed at the University of Virginia and is used to measure classroom quality of early childhood programs across the country. OSSE adopted CLASS as a classroom quality measure for all pre-K programs in 2015. OSSE conducts the CLASS observation once per year. OSSE CLASS observations were completed this year. The overall program average by domain were as follows: Emotional Support - 5.95; Classroom Organization - 5.61; and Instructional Support - 3.15.

Lessons Learned and Actions Taken

Our first year in-person, after the start of the Pandemic, was sobering. After the work we had done to see our conditions lifted, we had to recalibrate. As a data-driven organization, Achievement Prep used the projected levels of growth and proficiency to make important programmatic shifts. The greatest lesson learned through our analysis of the 2020-2021 School Year's projected PARCC and MAP data is how important a strong, inclusive, data-driven, nurturing, and safe in-person experience was to increasing scholar results. Because of the emotional toll of COVID and our changing community, we also initiated a full social skills block into every schedule. To counter inconsistencies in the changing workforce and transient communities, we also enhanced our professional development to include more content development.

Data collected over the last three years has clearly indicated that Achievement Prep was successful with growing scholars academically and, now more than ever, will require additional support (additional special education and interventionists supports), to close the exacerbated gaps. So for the upcoming school year, Achievement Prep is committed to continue the practices that contributed to scholar growth, such as small-group instruction, flexible grouping and data-analysis of growth metrics. In addition, we will hire two full-time interventionists - one for ELA and one for Math. Three new Scholar Support Teachers will be added to address the growing need for co-teaching support in classrooms.

One immediate lesson we will continue to implement during the 2022-2023 school year is to ensure stronger Looking at Scholar Work (LASW) protocols for every teacher to have a clear path to reteach and spiraling reviews. Over the summer last year, we hired an almost-entirely new staff; but, we did so virtually. The in-person experience brought to bear differences in philosophy, approach, and understanding of the work culture that stanching the growth we knew was attainable. In order to ensure stronger teachers, the People Team, working closely with Network and campus-based leadership, will fill vacancies with shared belief and willingness to help rebuild and improve at Achievement Prep for the 2022-2023 school year.

With the decision to recruit and hire more effective teachers, we decided to maximize the expertise of these teachers by making a structural shift in staff that would have a great impact on scholar outcomes. We decided that we would continue to departmentalize the elementary school but we would shift to a co-teaching model for each advisory. This new structure meant that one ELA teacher and one Math teacher would co-teacher for one set of scholars. This provides two teachers to focus on and be responsible for the growth and proficiency of one advisory of scholars. However, due to the changing workforce, both positions were challenging to fill. Instead, teachers collaborated on lesson planning, data analysis and action-planning with their content areas instead. The vertical teaming and coaching was still done in service of improved proficiency levels of scholars at all grade levels.

We continued using the extended block for guided reading and to shift the focus on the guided reading fundamentals of instruction. This extended block of guided reading is provided in flexible small groups,

and focused on developing established benchmarks for reading at each grade level. In addition, Achievement Prep has again begun administering the STEP assessment to all grades, which provides teachers and leaders with data around scholars reading growth as it pertains to achieving grade level benchmarks. These shifts are focused on improving scholar grade-level proficiency in reading. Teachers and school leaders receive ongoing professional development from STEP with sessions focused on implementing the assessment with fidelity, analyzing results and creating lesson plans and action plans to improve the data.

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

In addition to structural changes, this year we have hired a reading intervention teacher and a math intervention teacher for our elementary school. These teachers will work with all scholars in grades K-3 who need additional academic support. To further support this endeavor, we researched intervention programs that worked with other networks and chose to purchase Leveled Literacy Intervention as our intervention tool.

In an effort to monitor the progress of our scholars in their mastery of grade-level standards and content, we have continued our partnerships with the Achievement Network (ANET) and Reading Partners. The Achievement Network also provided professional development for teachers and leaders in how to analyze the data; resources for extension assignments; and action plans to ensure we are able to move our scholars closer to mastery.

B. Unique Accomplishments

Achievement Prep had the opportunity to continue critical partnerships in the 2021-22 school year including Reading Partners.

Reading Partners

The collaboration with Reading Partners allowed us to identify and focus on scholars who were six months or more behind grade level in reading. Once identified, Reading Partners delivered individualized one-on-one virtual tutoring twice a week for 45 minutes, following a structured curriculum. Working one-on-one with their tutors, scholars who were once struggling in many subjects become proud, confident readers, excited about learning and ready for success.

AprilMay

During the 2021-22 school year, Achievement Prep partnered with AprilMay, Inc, a community based organization, and the Department of Behavioral Health to provide mental health and social emotional care to our schools and communities. Through this initiative, we have provided increased access to mental health services and trauma informed training to our staff to support our larger community. This effort has led to an increase in support services in both the school and community, along with targeted professional development training for staff.

Enrichment Classes

After assessing the needs of families, scholars and staff, Achievement Prep began offering Enrichment classes during the 2021-22 school year. Through shifts in the schedule (without impacting core instruction)

we were able to offer enrichment opportunities that included gardening, arts & crafts, performing arts and science. We began by offering spaces to nearly ½ of the scholars before opening up classes for all scholars. Enrichment classes were led by teachers and staff with experience and interest in the subject/topic offered.

C. List of Donors

The following donors contributed monetary donations having a value equal to or exceeding \$500 during the 2021-22 school year.

Donors

Box Tops for Education

Patricia Grant

Ursula Wright

Susan Rosenbaum

Edward Williams

Erica Franklin

The Jewish Foundation

III. Appendices

A. Data Report

Elementary School Campus:

SY 2021-22 Campus Data Report

Source	Data Point
PCSB	LEA Name: Achievement Preparatory Academy PCS
PCSB	Campus Name: Achievement Preparatory Academy PCS – Wahler Place Elementary School
PCSB	Grades served: PK3 – 3
PCSB	Overall Audited Enrollment: 201

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

Grade	PK 3	PK 4	K G	1	2	3	4	5	6
Student Count	30	37	31	38	33	29	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED *
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: Total days on our 21-22 calendar: 180
PCSB	Suspension Rate: 0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.%

PCSB	In-Seat Attendance: 80.8%*
PCSB	<p>Average Daily Attendance: The SRA requires annual reports to include the school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary).</p>
PCSB	Midyear Withdrawals: 11% (23 students)*
PCSB	Midyear Entries: 2% (4 students)*
PCSB	Promotion Rate (LEA): 100.00%
PCSB (SY18-19)	College Acceptance Rates: Not Applicable
PCSB (SY18-19)	College Admission Test Scores: Not Applicable
PCSB (SY18-19)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 55%
School	<p>Number of Teachers: 12</p> <p>“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>

School	<p>Teacher Salary</p> <p>1. Average: \$67,402</p> <p>2. Range –</p> <p>Minimum: \$57,000</p> <p>Maximum: \$84,000</p>
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B. Executive Salaries:

Executive Salaries	\$175,000
	\$155,000

C. Achievement Prep Staff Roster

SY21-22 Achievement Prep Staff Roster

Adreka Archie	Math Interventionist
Alyssa Barone	Reading Interventionist
Aquilla Bell	Co-Curricular Teacher
Cheyenne Bhutan	Culture Specialist
James Bonnette	Culture Specialist
Alyssa Burger	Math Teacher – 3 rd Grade
Monica Chambers	Main Office Coordinator/Registrar
Cherie Crosby	Director of Recruitment & Outreach
Rufus Davis	Scholar Safety Monitor
Mari Duggard	Math Teacher – Kindergarten
Michelle Garda	ELA Teacher - 2nd Grade
Zachary Goldblatt	Math Teacher - 1st Grade
Samantha Granville	Instructional Coach – ELA
Ayanna Holmes	Operations Coordinator
Shanice Jackson	Café Coordinator
Fatoumatta Jallow	ELA Teacher – 2 nd Grade
Kia Johnson	Enrollment & Attendance Coordinator
Sophia Khan-Reed	Culture & Climate Coordinator
Sarah Lewis	Interim CEO
Julian Murcia	ELA Teacher - Kindergarten
Nina Myers	ELA Teacher – 1st Grade
Coy Nesbitt	Managing Director of Operations
Aubrey Reeher	Scholar Support Teacher
Lavern Selby	Café Coordinator
Tamiko Singleton	Operations Manager
Danielle Sullivan	Math Teacher – 1 st Grade
Tanya Tilghman	Assistant Principal
Domoneicqua Williams	ELA Teacher – 3 rd Grade
Antonio Wilson	Culture Specialist

Achievement Prep Staff Qualifications

- 100% of teachers hold Bachelor's degrees
- 41% of teachers have a Master's degree
- 50% of support staff have a Bachelor's
- 12.5% of support staff have a Master's
- 50% of administrators have a Master's
- 100% of Network Senior Leaders have a Master's

SY21-22 AppleTree @ Achievement Prep Staff Roster

Erin Hinds	Principal
Shanika Rush	Lead Teacher
Taylor Bland	SpEd Teacher
Lauren Stevens	Lead Teacher
Markita Kelly	Lead Teacher
Reneka Blackmon	Resident Teacher
Molly Evans	Social Work Manager
Marquis Lewis	Teacher Assistant
Jauron Wright	Teacher Assistant
Robyn Boyd	Extended Day
Joi Leverette	Operations Coordinator
Darryl Tucker	School Aide
Keyanna Harvey	Extended Day Worker
Shivelle Legister Williams	PK Teacher
Jazzanea Smith	Mentor Teacher

D. At-Risk Funding

At-Risk funding in 2021-22 was used for the following:

- To provide scholars additional social-emotional support by employing Culture Aides, Behavior Support Therapists, and providing access to counseling services and to provide leadership in these areas through the Assistant Principal, Culture & Climate Coordinator and Scholar Support Coordinator.
- To provide additional instruction by employing Instructional Coaches and Instructional Support Staff, as well as contracting for additional instructional support.

E. 2021-22 Board Roster

- Ursula Wright, Board Chair, MD Resident, Joined 03/17, Terms Ends 03/20
- Ahmed Ali, Board Member, DC Resident, Joined 12/19, Term Ends 12/22
- Rufus Davis, Parent Member, DC Resident, Joined 12/16, Term Ends 12/21
- Dwight Draughton Jr., Board Member, MD Resident, Joined 02/20, Term Ends, 02/23
- DeeDee George, Board Secretary, MD Resident, Joined 10/19, Term Ends, 10/22
- Patricia Grant, Board Member, MD Resident, Joined 10/17, Term Ends 10/23
- Erica Harrell, Board Member, MD Resident, Joined 7/21, Term End 6/24
- Amber Jackson, Parent Member, DC Resident, Joined 05/19, Term Ends 05/22
- Julie Johnson, Board Member, DC Resident, Joined 02/20, Term Ends 02/23
- Sarah Lewis, Ex Officio, VA Resident
- Susan Rosenbaum, Board Member, MD Resident, Joined 04/20, Term Ends, 04/23
- Kenneth Ward, Board Member, DC Resident, Joined 10/17, Term Ends 10/23
- Ed Williams, Board Member, VA Resident, Joined 02/20, Term Ends 02/23

F. Unaudited Year End Financial Statements

FY21-22 Income Statement		
Achievement Preparatory Academy		
Revenue		
	State and Local Revenue	6,831,695
	Federal Revenue	2,969,447
	Private Grants and Donations	72,632
	Earned Fees	224,115
	Total Revenue	10,097,890
Expenses		
	Salaries	2,324,173
	Benefits and Taxes	518,178
	Contracted Staff	19,981
	Staff-Related Costs	199,969
	Rent	372
	Occupancy Service	584,752
	Direct Student Expense	494,968
	Office & Business Expense	2,953,178
	Total Expenses	7,095,570
Operating Income		3,002,320
Extraordinary Expenses		
	Interest	1,436,546
	Depreciation and Amortization	1,268,736
	Total Extraordinary Expenses	2,705,282
Net Income		297,038
Cash Flow Statement		Actual
Net Income		297,038
Cash Flow Adjustments		
	Add Depreciation	1,268,736
	Operating Fixed Assets	(58,704)

	Buildings	(32,923,089)
	Other Operating Activities	379,414
	Suspense	759
	Facilities Project Adjustments	31,480,499
	Total Cash Flow Adjustments	147,615
Change in Cash		444,653

FY21-22 Balance Sheet

Achievement Preparatory Academy

Assets

Current Assets

Cash	8,111,224
Accounts Receivable	1,283,744
Other Current Assets	69,245
Total Current Assets	9,464,213

Noncurrent Assets

Facilities, Net	26,253,565
Operating Fixed Assets, Net	205,729
Total Noncurrent Assets	26,459,294

Total Assets	35,923,507
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Liabilities and Equity

Year End

Liabilities and Equity

Current Liabilities

Accounts Payable	171,641
Other Current Liabilities	244,955
Accrued Salaries and Benefits	38,682
Total Current Liabilities	455,278

Equity

Unrestricted Net Assets	4,191,545
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	Net Income	297,038
	Total Equity	4,488,583
Long-Term Liabilities		
	Senior Debt	31,544,480
	Other Long-Term Liabilities	(564,834)
	Total Long-Term Liabilities	30,979,646
	Total Liabilities and Equity	35,923,507

G. FY23 Budget

FY23 Budget Summary		
Achievement Preparatory Academy		

Revenue

		4,90
State and Local Revenue	2,992	
		3,34
Federal Revenue	3,255	
		10,0
Private Grants and Donations	00	
		1,18
Earned Fees	5,930	
		9,44
Revenue Total	2,177	

Expenses

		3,26
Salaries	7,906	
		781,
Benefits and Taxes	175	
		19,1
Contracted Staff	49	

Staff-Related Costs	80	51,4
Occupancy Service	914	633,
Direct Student Expense	412	527,
Office & Business Expense	0,939	1,89
Expenses Total	1,976	7,17
NET ORDINARY INCOME	0,201	2,27
Extraordinary Expenses		
Depreciation and Amortization	4,323	1,34
Interest	2,802	1,42
Extraordinary Expenses Total	7,125	2,76
TOTAL EXPENSES	9,101	9,93
NET INCOME	,924)	(496
Cash Flow Adjustments		
Add Depreciation	4,323	1,34
Operating Fixed Assets	,972)	(528
Other Operating Activities	,981)	(418
Facilities Project Adjustments	,190)	(167
Cash Flow Adjustments Total	181	229,

CHANGE IN CASH	,743)	(267
Starting Cash Balance	4,165	7,96
Change In Cash	,743)	(267
ENDING CASH BALANCE	6,423	7,69

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