



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

**College Achieve Paterson Charter School  
Annual Report**

**August 1, 2021**

## Introduction:

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

## Annual Report Submission Guidelines:

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

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

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

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

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

Fill in the requested information below.

**Table 1: Basic Information**

<b>Basic Information</b>	
Name of charter school	College Achieve Paterson Charter School
Grade level(s) to be served in 2021-2022	Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> and 10 <sup>th</sup>
2020-2021 enrollment (as of June 30, 2021)	992
Projected enrollment for 2021-2022	1167
Current waiting list for 2021-2022	234
Website address	www.collegeachievetpaterson.org
Name of board president	Dr. Samuel Johnson
Board president email address	drstj31@gmail.com
Board president phone number	862-257-1423
Name of school leader	Henry McNair
School leader email address	hmcnair@collegeachieve.org
School leader phone number	862-257-1423
Name of School Business Administrator (SBA)	Dr. Brian Falkowski
SBA email address	bfalkowski@sboffice.com
SBA phone number	732-631-4009

**School Site Information:**

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

**Table 2: School Site**

<b>School Site Information</b>	
Site name	College Achieve Paterson Charter School
Year site opened	2017
Grade level(s) served at this site in 2020-2021	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> and 9 <sup>th</sup>
Grade level(s) to be served at this site in 2021-2022	Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> and 6 <sup>th</sup>
Site street address	21 Market Street
Site city	Paterson
Site zip	07501
Site phone number	862-257-1423
Site lead or primary contact's name	Henry McNair
Site lead's email address	hmcnair@collegeachieve.org

**School Site InformationContent Column**

Site name	College Achieve Paterson Charter School
Year site opened	2020
Grade level(s) served at this site in 2020-2021	Kindergarten, 1 <sup>st</sup> and 2 <sup>nd</sup>
Grade level(s) to be served at this site in 2021-2022	None
Site street address	190 Oliver Street
Site city	Paterson
Site zip	07501
Site phone number	862-319-4200
Site lead or primary contact's name	Henry McNair
Site lead's email address	hmcnair@collegeachieve.org

**Organizational Performance Areas**

Education Program and Capacity

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

**1.1 Mission and Key Design Elements**

- a) State the school's mission.
  - College Achieve Paterson Charter School will prepare its students to excel in and graduate from the top colleges and universities in the nation.
  
- b) Provide a brief description of the school's key design elements.
  - a. College Achieve Paterson Education program is routed in the following 11 Pillars:
    - i. **GRACE:**
      1. Grit: The tendency to sustain interest in and effort toward very long-term goals. Trying hard even when you know you are going to struggle and fail again and again. Never giving up.
      2. Resiliency: The ability to overcome failure, disappointment, setbacks, and loss.
      3. Agency: owning your life and the decisions you make that determine your path.
      4. Character: Doing the right thing even when no one else is watching. Doing the right thing even when you know you will suffer for it. Becoming a person of integrity, compassion, and purpose.
      5. Excellence: The urge to find a way to do a thing perhaps better than it has ever been done before, or doing it the best way it can possibly be done.
    - ii. A rigorous, standards based instructional program that is backwards mapped from college standards and teaches our students how to think for themselves.
    - iii. Elementary School: Systemic Phonics, the Common Core & the Core Knowledge Sequence
    - iv. Data-driven assessment & instruction data reporting to ensure teachers understand student progress.

- v. Shared Inquiry: Socratic Seminars
  - vi. College Achieves' Approach to teaching the Toulmin College Writing Model (Grades 5-12)
  - vii. More Time for Learning & Science
  - viii. Pacing for Rigorous Instruction
  - ix. Apprentice Teacher Pipeline & High Dosage Tutoring
  - x. MAADNESS: Music, Art, Athletics, Drama & Dance
  - xi. SOAL: Summer of A Lifetime (SOAL) and Travel Study Programs
- 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.
- N/A

### 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?
- Our teachers utilize a mix of instructional strategies to ensure that all of our students will attain high levels of academic achievement. All teachers will embrace a rigorous, fast-paced teaching style. Various instructional methods, including direct instruction, Socratic seminars, in-class writing using the Toulmin writing model, whole class and small group discussion, and teacher coaching.
  - **A rigorous, fast-paced teaching style** - Our teachers pace instruction at the level at which the top quartile in the class has to work hard to achieve an A. We gauge the level of difficulty to which we are teaching through a combination of recommendations from the textbook, data gleaned from formative assessments and interim assessments, and teacher consensus. One way teachers know the work is at the appropriate level of difficulty is if the majority of the students struggle to achieve a B or a C the first time they are assessed. This rigor and pacing is well suited to the population we anticipate serving.
- b) Provide a brief description of the school's common instructional practices.
- **The right combination of instructional methods are essential** - Inquiry-based learning, where students learn by posing questions and working through scenarios, reinforced with direct instruction, Socratic seminars, and Toulmin writing, drives our overall model. There are routine and rhythm to the structure of our units and lesson plans so that questioning and discussion leads to high-level reasoning, and high-level reasoning leads to thoughtful and logical writing closely grounded in the text.
    - Direct instruction (15-30% of teaching time): Direct instruction is an important and necessary part of inquiry-based learning. Direct instruction refers to the approach when content and information is structured and delivered to students by teachers. This delivery can happen in a wide variety of ways, including teacher lectures,

students reading a text, or students watching a video or demonstration. A critical component of many lessons, direct instruction is likely to be the most utilized method across our curriculum.

- Socratic seminars (15-20% of teaching time): The Socratic method of teaching engages students in dialogue, encouraging them to think critically about content and ideas instead of simply looking for the “right” answer. Teachers respond to students’ comments and queries with a series of probing questions designed to facilitate broader and deeper understanding. In the classroom, students are given opportunities to “examine” a common piece of text, whether it is in the form of a novel, poem, art print, piece of music, historical debate, mathematical problem, or scientific formula. After review of a common text or problem, the teacher poses open-ended questions. Open-ended questions will allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. The dialogue created through this process will encourage students to think deeply and to become more critical readers of text.
  - Toulmin writing model (15-20% of teaching time): The Toulmin writing model teaches students to make a claim, define the issue in the claim, support the claim with evidence, explain how the evidence supports that claim, and finally consider and engage with any possible counter-claims. This is a high level of thinking and writing that requires students to have read, understood, and engaged deeply with a text prior to making an argument and writing a persuasive essay.
  - Whole- and small-group discussion (15-20% of teaching time): When students are asked to communicate with their peers, they learn to organize their thoughts and naturally reflect on their own ideas, gaining further insight into the topic at hand. When students listen to their peers, they learn to engage multiple points of view, consider contradictory ideas, and engage in healthy discussions. All of this leads to deeper understanding of content, and higher and more complex levels of thinking – which is exactly what we want our students to develop.
  - Teacher coaching (15-20% of teaching time): Teachers will work one-on-one or will small groups as needed to remediate or accelerate learning as needed.
- c) Describe how the school has made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?
- a. We sent home in-person assessment surveys for all of our assessments in order to gauge the comfort levels of our remote families/scholars. For Grade 9 (PSAT), we had just over 90% in-person. For our Fastbridge assessments the numbers ranged from 40% - 75%in-person.

#### **1.4 Assessment**

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

Table 4: Proficiency Rates on local assessments

Assessment	Interim Assessment			End of Year Assessment		
	Below	On	Above	Below	On	Above
Percentage of students:						
ELA K	90	10	0	70	30	0
ELA 1	42	36	20	43	42	15
ELA 2	23	60	17	30	60	10
ELA 3	19	55	26	22	56	22
ELA 4	22	58	20	22	60	18
ELA 5	34	58	8	25	70	5
ELA 6	20	65	15	19	66	15
ELA 7	28	60	12	23	70	7
ELA 8	36	58	6	36	56	6
ELA 9	27	42	31	35	18	47
ELA 10	NA	NA	NA	NA	NA	NA
MAT K	61	39	0	37	63	0
MAT 1	24	76	0	33	66	0
MAT 2	24	51	25	25	55	20
MAT 3	28	54	18	32	51	15
MAT 4	24	67	9	20	77	3
MAT 5	30	68	2	33	67	0
MAT 6	29	64	7	27	59	14
MAT 7	19	76	5	20	65	12
MAT 8	27	66	7	24	63	13
Algebra I	33	49	18	31	44	25
Geometry	NA	NA	NA	NA	NA	NA
Algebra II	NA	NA	NA	NA	NA	NA

- b) Identify the type of assessments used for interim assessment data:
- Solely charter created
  - Vendor and charter created
  - ★ Combination of solely charter and vendor and charter created
- c) Identify the type of assessments used for end of year assessment results:
- Solely charter created
  - Vendor and charter created
  - ★ Combination of solely charter and vendor and charter created
- d) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups).
- i. After reviewing the existing data by subgroups, we took the following steps to ensure sustained progress:
    - i. Created additional opportunities for our staff to see how the curriculum is aligned with our assessments

- ii. Advocated for families to reclass scholars if attendance and mastery of standards were dismal.
  - iii. Established a six week “Extend School Year” program for all scholars.
  - iv. Established a 3 hour Saturday academy for scholars in need of additional support.
  - v. Established tutoring for scholars from 4 pm to 6 pm, Monday - Thursday.
  - vi. Hired additional ELL & SPED staff to provide more intense and focused support.
  - vii. We will continue to implement the co teaching model in all grades
  - viii. We will continue to offer intervention/enrichment courses in addition to tutoring and small group instruction.
- e) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2020-2021 year.
- i. K-9 (Interim) Math and ELA - FastBridge Battery of Assessments (aReading and aMath)
  - ii. K-8 (EOY) Math and ELA - FastBridge Battery of Assessments (aReading and aMath)
  - iii. Grade 9 (EOY) ELA - FastBridge and Math - PSAT
- f) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
- i. Teachers were trained in how to read the reports and make informed decisions in future lessons.
  - ii. The results from the assessment were analysis to show aligned ment with student progress in coursework
  - iii. The results were shared with each scholar’s 2021-2022 teacher/grade level team so that the planning (enrichment and remediation/interventions could begin in June 2021).
  - iv. Our Summer school program cohorts and curriculum were designed with certain data points in mind.
- g) Describe how the school maintained fidelity in assessment outcomes through the administration of assessments in 2020-2021.
- i. We monitored the administration of the assessments closely, especially for our virtual scholars.
  - ii. We provided ongoing training and support to teachers and administration.
  - iii. We maintained a strict testing window and created a sense of urgency around the administration.

**1.5 Organizational Capacity - School Leadership/Administration**

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

**Table 5: School Leadership/ Administration Information**

<b>Administrator Name</b>	<b>Title</b>	<b>Start Date</b>	<b>Annual Salary</b>
Henry McNair	Principal	July 1, 2017	\$140,000
Sharon Cook	Director of Operations	July 1, 2017	\$105,998
Kia Fortney	Supervisor of Elementary Education	July 1, 2019	\$77,500
Kanifa Dobson	Dean of Culture and Climate	July 1, 2020	\$79,500
Shimeica Maxwell	History Department Chairperson	September 1, 2020	\$62,000
Tiffany Robinson	ELA Department Chairperson	September 1, 2020	\$69,500
Kiakoma Roberts	Director of Special Education	October 5, 2020	\$115,000
Jasonn Denard	Director of Teaching and Learning	November 2, 2020	\$130,500

**School Culture & Climate**

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

## 2.1 School Culture and Climate

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

**Table 6: School Culture and Climate Learning Environment**

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	91.85%
Elementary School Attendance Rate (grades K-5)	91.75%
Middle School Attendance Rate (grades 6-8)	93.16%
High School Attendance Rate (grades 9-12)	89.15%
Student - Teacher Ratio	15 : 1

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

**Table 7: School Culture and Climate Professional Development**

Professional Environment(Indicators Column)	
Teacher Retention Rate (from SY 2019-2020 to 2020-2021)	91.4% (53 of 58 instructional staff members returned from 19-20)
Total Staff Retention Rate (from SY 2019-2020 to 2020-2021)	88.4% (61 of 69 staff members returned from 19-20)
Frequency of teacher surveys and date of last survey conducted	Teachers took 4 surveys during the 20-21SY, the last survey was in June 2021.
Percent of teachers who submitted survey responses	87% of teachers submitted survey responses
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	88% of teachers expressed satisfaction with the overall school environment.

- c) What were the three main positive aspects teachers identified in the latest survey?
- 95% of teachers believe that administrators congratulate them on a job well done.
  - 97% of teachers believe that teachers at our school are treated like educational professionals.
  - 98% of teachers believe that the school community has high expectations for scholars.
- d) What were the three main challenges that teachers identified in the latest survey?
- 22% of teachers believe that the schedule does not give adequate time for teacher preparation and planning.
  - 25% of teachers believe that parents are not actively involved with the school.
  - 14% of teachers believe that the schedule does not give adequate time for teachers to collaborate with each other.
- e) Fill in the requested information below regarding the school's discipline environment in 2020-2021. If there was a noticeable increase or decrease in suspensions and expulsions in 2020-2021 compared to 2019-2020, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2019-2020

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	94	0	NA
1	98	0	NA
2	98	0	NA
3	100	1	NA
4	95	2	NA
5	89	1	NA
6	102	2	NA
7	103	1	NA
8	102	1	NA
9	131	1	NA
10	NA	NA	NA
11	NA	NA	NA
12	NA	NA	NA

## 2.2. Family and Community Engagement

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

Table 9: Family Involvement and Satisfaction

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	1 of 5
Frequency of parent/guardian surveys	Annual
Date of last parent/guardian survey conducted	June 2021
Percent of parents/guardians completing the survey (consider one survey per household)	100%
Percent of parents/guardians that expressed satisfaction with the overall school environment	98%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- 98% of families believe that communication happens in a respectful manner between staff and parents
  - 95% of families believe that their scholars' academic development has improved because of the staff at our school.
  - 99% of families believe that the rules for student conduct are consistently enforced at our school.
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- 9% of families believe that the homework given to scholars is not rigorous enough
  - 21% of families believe they are not included in school decisions
  - 18% of families believe they were not well informed about their scholars progress
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2020-2021 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.

- a. Parent University - Virtual weekly meetings used to help parents identify areas at home or at school where they can help improve the learning experience or daily life of scholars. Sessions were also given in Spanish and English that promoted self care and financial literacy to parents.
- b. PAGES meetings (Parent, Advocates, Guardians, Educators, and Scholars) – The mission of PAGES is to build an informed community amongst parents, community members, faculty, and students.
- c. Report card night – Parents are invited to interact with their scholars teachers virtually at the conclusion of each marking period. These experiences are crafted to increase family facetime with staff members, deepen parent knowledge of school curriculum, and for them to be aware of their scholar’s performance.
- 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.
  - a. N/A due to COVID
- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Table 10: 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.
CSAL	We partnered with the Charter School Athletic League to engage our scholars in co-ed basketball	18 scholars
Paterson Recreation	We Partnered with Paterson Recreation to engage our scholars in a co-ed basketball tournament	18 Scholars
Rutgers University	During our COVID Vaccination forum one of our speakers representing Rutgers University	71 Families

Table 11: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Oasis Safe Haven for Women and Children	families referred for esl, social work, and meal assistance	14
Zone 6	Holiday Light Show, sponsored movie night,	over 650 families
Team Hope	Holiday Light show sponsored movie night	over 650 families
Passaic County Health Dpt.	Covid Vaccination forum	

Saint Joseph's Hospital	Covid Vaccination Forum	
The Bronze Heat of Passaic County/ The Bronze Shields of Passaic County	Black History Month program, the two institutions spoke about being African American 1st responders and conversations on social injustice	27 Families
Paterson Rotary PM Club	Establishment of the CAPCS Interact Club	( all of 9th and 10th grade)

- b) Briefly describe how the educational and community partnerships established furthers the school's mission and goals.
- a. The educational and community partnerships established, further our mission by pushing the commitment of ensuring students acceptance and their graduation. The understanding of our mission of "Thru & Thru" by parents and teachers deepens the importance of what we have set out to accomplish for all scholars. The college going culture we are developing must show up in the home, in the classroom, and in the heart of every scholar we serve. Also, scholars need other outlets to assist them in building leadership skills and the ability to express themselves in a variety of ways. Thus, we saw it fit to partner with art, sports, music, drama, and speech programs appropriate for our scholars.

#### Board Governance

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

#### 3.1 Board Capacity

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

**Table 11: Board Governance**

Board Governance	
Number of board members required by the charter school's by-laws	5
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )	Pending
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	6/2021

- b) List the amendments to by-laws that the board adopted during the 2020-2021 school year.
  - a. N/A
- c) List the critical policies adopted by the board during the 2020-2021 school year.
  - a. Policy 1648 - Restart and Recovery Plan
  - b. Policy 1648.02 - Remote Learning Options for Families
- d) What were the main strengths of the board identified in the latest board self-evaluation? - put what we put last year
  - a. Pending board self evaluation completion, expected August 31st.
- e) What were the three main challenges identified in the latest board self-evaluation? - put what we put last year.
  - a. Pending board self evaluation completion, expected August 31st.

### 3.2 Board Compliance

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

**Table 12: 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
Roger Grutzmacher	5.17	6.22	Trustee	rfgrutz14@comcast.net	2017	Gov1: 10/02/2017 Gov2: 08/14/2018 Gov3: 09/20/2018 Gov.4: 2/25/2021
Kenyatta Stewart	5.17	6.22	Vice President	mrkenyattak@gmail.com	2017	Gov1: 07/09/2019 Gov2: 10/25/2018 Gov3: 12/29/2020 Gov4: Registered
Jerry Walker	5.17	6.22	Trustee	jerry@teamwalker.org	2017	Gov1: 9/2/2020 Gov2: 9/23/2020 Gov3: Registered
Kyona Best	6.20	6.22	Trustee	mrskyonabest@gmail.com	2020	Gov1: 12/30/2020 Gov2: Registered
Dr. Samuel Johnson	6.19	6.22	President	drstj31@gmail.com	2019	Gov1: 9/30/2020 Gov2: 6/30/2021 Gov3: Registered

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

<https://collegeachieveterson.org/who-we-are/our-board/>

- b) 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. -
- a. June 15, 2021

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

**Access and Equity**

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

**4.1 Access and Equity**

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

**Table 13: School Year 2019-2020 Application Process Timeline**

<b>Application Process Timeline</b>	
Date the application for school year 2020-2021 was made available to interested parties	January 11, 2021
Date the application for school year 2020-2021 was due back to the school from parents/guardians	April 5, 2021
Date and location of the lottery for seats in school year 2020-2021	March 11 & 12, 2021 (Virtual Lottery)

- b) Provide the URL to the school’s application for prospective students for the school year 2020-2021. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.
- <https://collegeachievepaterson.org/student-enrollment-form/>
- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2020-2021.
- College Achieve Paterson Charter School or any device with internet access.
- d) List all languages in which the application is made available. If the school participates in the Newark or Camden’s enrollment process, please state that below.
- English and Spanish
- e) List all ways in which the school advertised that applications for prospective students for school year 2020-2021 were available prior to the enrollment lottery.
- School website, Charters of Paterson website, billboards, YouTube videos, FaceBook, Instagram, Class Dojo, robo calls, robo text messages and flyers distributed to current students
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2020-2021.

**Table 14: Student Enrollment and Attrition**

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2020-2021	Number of students retained in 2020-2021 for the 2021-2022 school year
K	4	11	9
1	4	1	4
2	1	1	0
3	2	2	6
4	4	5	5
5	2	16	6
6	5	0	9
7	7	5	9
8	4	6	2
9	4	11	8
10	NA	NA	NA
11	NA	NA	NA
12	NA	NA	NA

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

#### Compliance

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

#### 5.2 Office of Charter and Renaissance School Compliance

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

**Table 15: School Site Facility Information**

School Site Facility Information	
Site name	College Achieve Paterson Charter School
Facility lease information	190 Oliver Street, Paterson, NJ
Landlord name	CAPS
Lease commencement date	July 1, 2020
Lease termination date	June 30, 2024
2020-2021 annual lease cost	\$475,200
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2021	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

**Table 16: School Site Facility Information Lease Summary**

<b>School Site Facility Information Lease Summary</b>	
Total number of leased facilities	2
Total annual cost of all leases	\$1,664,028
Total lease amount budgeted for 2021-2022	\$1,,135,750

**Table 17: School Site Facility Information Mortgage/Bond Summary**

<b>School Site Facility Information Lease Summary</b>	
Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2021-2022	N/A
Mortgage payment interest budgeted for 2021-2022	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.
- College Achieve Paterson uses a teacher evaluation model developed by ICEF Public Schools as part of ICEF's partnership with The College Ready Promise (TCRP). This model is based on the Danielson Framework for teacher evaluation.

Through robust implementation of the model the school will create three powerful levers to improve student academic performance and establish a community of learning and a culture of high expectations. The three levers are: 1) school-wide adoption of effective teaching practices; 2) the use of data to create accountability for student learning; and 3) the use of data, observation, and good coaching to improve an individual teacher's practice.

Each teacher will receive a scored evaluation based on the following:

- 1) Adoption of school-wide domains - 25 points
- 2) Data and student performance - 25 points
- 3) Use of data, observation, and coaching to improve teacher practice - 50 points

As the improvement of teacher practice is the primary purpose of the evaluation model, we have assigned half the points to the improvement of teacher practice.

Adoption of School Wide Domains - The school staff will agree early in the year on two domains to be the school-wide areas of concentration. These domains will be translated into consistent instruction across classrooms for the benefit of all students. Teachers will be evaluated on how closely they adhere to the school's overall instructional program. In trying

to implement, for instance, a writing model across all disciplines, an evaluation system focused on specified domains is necessary to hold all teachers accountable to its implementation. In this way, the evaluation is a lever for aligning the instructional approach across the school.

**Data and Student Performance** -The second lever in the evaluation process is focused on the academic performance of individual students based on interim assessments, test data, portfolios, and grades. It seeks to make data on student performance a key factor in defining teacher success. Teachers will be held accountable for the academic success of their students, and the principal will be held accountable for the academic success of the school as a whole.

**Use of Data, Observation, and Coaching to Improve Teacher Practice** - The third lever is the use of evaluations to improve a teacher's craft. Through formal and informal classroom observations, an instructional leader will offer feedback that is both actionable and an opportunity for reflection. Much of our evaluation system calls for training our principals and other instructional leaders to effectively coach, model, demonstrate, and train. Additionally, individual teachers are asked to take ownership of the evaluation model by proposing a third domain, beyond the two school-wide domains, on which they would like to be evaluated.

The process specifically calls for formal observations that occur at least once per semester, while informal observations should occur at minimum once per month. Formal observations are scheduled at least one week in advance and include a pre- and post-observation conference. Informal observations are not typically scheduled, and it is understood that the observer needs to stay only as long enough as necessary to gather enough evidence to provide adequate feedback to the teacher.

By focusing school-wide performance goals on two domains we are streamlining our evaluation process and offering our teachers concentrated, intentional professional development through which we will build a highly effective teaching staff. We will endeavor each year to do a few things well, and each year, the effectiveness of our faculty will grow.

- b) Provide a description of the school leader evaluation system that the school has implemented.
- College Achieve Paterson uses a leadership evaluation model developed by New Leaders. In partnership with America Achieves, New Leaders developed a model principal evaluation rubric that supports continuous development and meaningful school improvement.

#### Overview of the Process

The principal evaluation process is intended to be a cycle of continuous improvement, with principals playing a more active, engaged role in their own professional growth and development. The process begins with data analysis, self-reflection and goal setting for the school year to set the stage for implementing a goal-driven plan. Throughout the school year, the plan is implemented and evidence is collected. The cycle continues with a optional mid-year formative review, followed by continued implementation. The latter part of the process offers principals a chance to formally self-assess, review interim data and reflect on progress to date, a step that ultimately informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the principal's subsequent goal setting, as the cycle continues into the following school year.

#### Data Analysis and Ongoing Self-Reflection:

To begin the continuous improvement process, the principal:

- i) Has received and reviewed clear guidelines on the components of the evaluation and the evaluation process
- ii) Reviews, analyzes and reflects on all available student learning data and feedback about their leadership practices (including stakeholder feedback) to identify areas of strength and areas needing improvement
- iii) Reviews the superintendent's student learning priorities for the year

Goal-Setting and Strategic Planning:

Next, the principal identifies the specific learning priorities for their school and develops a strategic school plan. More specifically, the principal:

- iv) Develops a strategic school plan in collaboration with other stakeholders that includes relevant, clear student learning priorities that are supported by data.
- v) Develops their evaluation plan by identifying 2 to 3 priority areas for growth in their leadership practice that are aligned to their student learning priorities
- vi) Discusses their student learning targets and professional growth priorities with their evaluator
- vii) Reaches agreement with their evaluator on a detailed evaluation plan to track their progress throughout the year. This plan should include a schedule for regular observations, evidence collection, feedback and supports throughout the year.

Ongoing Plan Implementation and Evidence Collection:

As the principal implements the plan, he/she and the evaluator both collect evidence about the principal's practice. Evidence of principal practice comes in many forms and, when reviewed together, provides a comprehensive view of principal practice. Evidence is collected through direct and indirect observations of principal practice, artifacts, and school data. High-quality sources for evidence of principal practice include observations of leadership team or teacher team meetings, principal conversations with staff, students, and families, and artifacts of data analysis with the associated plans for response.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting.

Mid-Year Formative Review (optional):

Midway through the school year, when interim student assessment data are available for review, is an ideal time for a formal check-in between the principal and evaluator to review progress. In preparation for this check-in,

- viii) The principal analyzes available student achievement data and considers progress toward student learning priorities.
- ix) The principal reflects on the indicators of leadership practice selected as priority areas and determines whether their growth is on track or not.
- x) The evaluator reviews evidence from the principal and evidence collected during observations, including feedback to the principal, to identify key themes for discussion.

The principal and evaluator hold a mid-year formative conference, with explicit discussion of progress toward student learning priorities, as well as growth in the leadership practice priority areas. The conference is also an opportunity to discuss any changes in the context (e.g., a large

influx of new students) that would support a shift in student learning priorities. At the conclusion of this mid-year conference, the evaluator provides formal feedback to the principal.

Formal Self-Assessment:

In the spring, the principal assess their leadership practice in relation to the New Leaders Evaluation Standards. Specifically, the principal:

- xi) Reviews all available evidence including student data and evaluator and stakeholder feedback
- xii) Assigns a self-rating for each standard, identifying areas of strength and growth

The self-assessment informs the evaluator’s summative evaluation rating of the principal and lays the groundwork for the next year’s continuous improvement process.

Summative Evaluation Rating:

At the end of the year, the evaluator assigns a summative rating.

Specifically, the evaluator:

- xiii) Reviews the principal’s self-assessment and all evidence collected over the course of the year and comes to a practice rating
- xiv) Meets with the principal to convey strengths, growth areas, the practice rating with written evidence to support the rating for each standard, and a probable overall rating
- xv) Assigns a rating based on all available evidence and shares that rating with the principal (see next section for rating methodology).

- 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 15: 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 2021 – 2022 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 2021.” Save each appendix by the file naming convention provided in the second column of the above table.

## Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission details.

- ✓ *Instructional Providers.* The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C. 6A:9 et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- ✓ *Background Checks; Fingerprinting.* The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A. 18A:6-7.1, et seq.*
- ✓ *Educational Program.* The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.
- ✓ *Student Disciplinary Code.* The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- ✓ *Provision of Services.* The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section *N.J.S.A. 18A:46-1 et seq.*, and section *N.J.A.C. 6A:11-4.8* of the Regulations concerning the provision of services to students with disabilities.

- ✓ *Facility; Location.* The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *N.J.A.C. 6A:11-2.2*, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at *N.J.A.C. 5:32-2* (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at *N.J.A.C. 5:70-4*. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.

**Signature of School Official (School Lead):**

Date: 8/2/2021

Print Full Name: Henry D. McNair

Title: Principal

**Signature of Signatory Official (President, Board of Trustees):**

Date: 8/2/2021

Print Full Name: Dr. Samuel Johnson

Title: Board President