New Jersey Department of Education
Office of Charter and Renaissance Schools

College Achieve Paterson Charter School
Annual Report
July 26, 2018

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.

New this year, each charter school's annual report will be made available for download on the Department's website.

Submission Process for the 2017-18 Report: This year, the annual report must be submitted via SharePoint as a Word document titled "Annual Report 2018." To submit the report, upload it to the subfolder "Annual Report 2018" located inside the folder "Annual Report" on the charter school's SharePoint 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 2018" subfolder on the charter school's SharePoint site.

Additional Submission Requirements: A paper 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 Wednesday, August 1, 2018. The paper 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, 2018.

Annual Report Questions:

Basic Information about the School:
Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of school	College Achieve Paterson Charter School
Grade level(s) to be served in 2018-19	Kindergarten, 1st, 5th and 6th
2017-18 enrollment (as of June 30, 2018)	288
Projected enrollment for 2018-19	490
Current waiting list for 2018-19	222
Website address	www.collegeachievepaterson.org
Name of board president	Andrew Fesen
Board president email address	afeseen@gmail.com
Board president phone number	862-257-1427
Name of school leader	Henry McNair
School leader email address	hmcnair@collegeachieve.org
School leader phone number	862-257-1427
Name of 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

School Site Information	
Site name	College Achieve Paterson Charter School
Year site opened	2017
Grade level(s) served at this site in 2017-18	Kindergarten, 1st, 5th and 6th
Grade level(s) to be served at this site in 2018-19	Kindergarten, 1st, 2nd, 5th, 6th and 7th
Site street address	21 Market Street
Site city	Paterson

School Site Information	
Site zip	07501
Site phone number	862-257-1423
Site lead or primary contact's name	Dr. Gemar Mills
Site lead's email address	gmills@collegeachieve.org

Organizational Performance Areas

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.
    - a. 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:

    1. **GRACE:**
        - 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.
        - Resiliency: The ability to overcome failure, disappointment, setbacks, and loss.
        - Agency: owning your life and the decisions you make that determine your path.
        - 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.
        - 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.

    2. A rigorous, standards based instructional program that is backwards mapped from college standards and teaches our students how to think for themselves.

    3. Elementary School: Systemic Phonics, the Common Core & the Core Knowledge Sequence

    4. Data-driven assessment & instruction data reporting to ensure teachers understand student progress.
    5. Shared Inquiry: Socratic Seminars
    6. College Achieves' Approach to teaching the Toulmin College Writing Model (Grades 5-12)
    7. More Time for Learning & Science
    8. Pacing for Rigorous Instruction
    9. Apprentice Teacher Pipeline & High Dosage Tutoring
    10. MAADNESS: Music, Art, Athletics, Drama & Dance
    11. 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 academic goals may have changed from the school's original charter application.*

- N/A

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 pass rate on AP tests.
Target	Ex: Increase the proportion of students passing AP tests by 10% from SY 2014-15 to 2015-16.
Actual Outcome	Ex: in 2014-15, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2015-16, 54 AP exams were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is a 14% increase. Goal has been met.

1.2 Curriculum

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

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 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

1.4 Assessment

a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations ("proficiency rate") on all PARCC assessments administered by the school. Note: If 2017-18 PARCC results have not been released to schools by July 15, 2018, then leave the 2017-18 column blank.

Table 4: Proficiency Rates on PARCC assessments

Assessment	2015-16	2016-17	2017-18
ELA 3	NA	NA	NA
ELA 4	NA	NA	NA
ELA 5	NA	NA	30.7
ELA 6	NA	NA	36.5
ELA 7	NA	NA	NA
ELA 8	NA	NA	NA
ELA 9	NA	NA	NA
ELA 10	NA	NA	NA
ELA 11	NA	NA	NA
MAT 3	NA	NA	NA
MAT 4	NA	NA	NA
MAT 5	NA	NA	16.4
MAT 6	NA	NA	15.6
MAT 7	NA	NA	NA
MAT 8	NA	NA	NA
Algebra I	NA	NA	NA
Geometry	NA	NA	NA
Algebra II	NA	NA	NA

b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such 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).

- **N/A**

c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2017-2018 year.
  i. 5th and 6th grade assessment list:
      i. Interim assessments - Using software program such as Classworks and ANET, teachers were able to create shared grade-level and discipline assessments that provide detailed information on exactly which objectives the students have or have not met. Common Core and our rigorous college prep curriculum set the standards for each assessment. A key part of our teachers' collaborative time is be assessing data and planning based on data. Interim assessments enable this practice. Data helps inform which students the apprentice teacher will work with in small groups to accelerate learning.
      ii. Curriculum-aligned assessments – Our course offerings are driven by Common Core, state and district requirements, and college entrance requirements. Middle school teachers work as a team to create the benchmarks in each department, set pacing guidelines, and track student progress against the benchmarks. Teachers administer end-of- unit assessments; what is not learned is re-taught until students learn the essential skill or content.
      iii. Writing Assessments - College Achieve Paterson students complete writing benchmarks to ensure that writing instruction and expectations are consistent throughout each grade level during the entire school year. These benchmarks are given at least three times a year using prompts that cover three writing genres: narrative, persuasive, and expository. Teachers create an organize easily accessible writing portfolio for each student that will follow them throughout grade levels.

d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

- The data cycle outlined below was implemented to ensure all key stakeholders are involved in the development and implementation of assessment tools and the analysis of assessment results to improve instruction. In addition, the principal was responsible for sharing data routinely, in the form of a dashboard, with the school's board of trustees.

Activity	Participant(s)
Meet to ensure rigor of assessment created and align to internal goals and Common Core Standards	Principal, lead teacher, department/grade level team
Assessment given to students (using multiple methods as needed to meet student needs)	Teacher
Common planning meetings focused on analysis and next steps based on data and learning high-leverage strategies to support identified student needs	Principal, lead teacher, department/grade level team
Re-teaching and additional support for students based on benchmark assessment needs identified.	Teacher

1.5 Organizational Capacity - School Leadership/Administration

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

Table 5: School Leadership/ Administration Information

Administrator Name	Title	Start Date
Dr. Gemar Mills	Executive Director	July 1, 2017
Henry McNair	Principal	July 1, 2017
Sharon Cook	Director of Operations	July 1,2017

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)	96.4%
Elementary School Attendance Rate (grades K-5)	96.4%
Middle School Attendance Rate (grades 6-8)	96.67%
High School Attendance Rate (grades 9-12)	n/a
Student - Teacher Ratio	14/1

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

Table 7: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2017-18 to 2018-19)	85%
Total Staff Retention Rate (from SY 2017-18 to 2018-19)	86.2%
Frequency of teacher surveys and date of last survey conducted	0
Percent of teachers who submitted survey responses	N/A

Professional Environment	
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	N/A

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

d) What were the three main challenges that teachers identified in the latest survey?
- N/A

e) Fill in the requested information below regarding the school's discipline environment in 2017-18. If there was a noticeable increase or decrease in suspensions and expulsions in 2017-18 compared to 2016-17, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2017-18

Grade Level	Number of students enrolled (as of Oct. 15, 2017)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	92	2	0
1	72	3	0
2	NA	NA	NA
3	NA	NA	NA
4	NA	NA	NA
5	64	4	0
6	75	7	0
7	NA	NA	NA
8	NA	NA	NA
9	NA	NA	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	0
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	6/1 – 6/15
Percent of parents/guardians completing the survey (consider one survey per household)	41%
Percent of parents/guardians that expressed satisfaction with the overall school environment	100% (All families elected to return for the 18-19 school year)

b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- School safety
- Challenging course work
- Quality of school

c) What were the three main challenges identified by parents/guardians in the latest survey?
- More afterschool programs
- More parent functions
- Student pick-up

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2017-18 school year.

   i.   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.
   ii. Report card night – Parents are invited to interact with their scholars teachers three times a year. These experiences are crafted to increase family face time with staff members, deepen parent knowledge of school curriculum, and for them to aware of their scholar's performance.
   iii. NJ Parent Summit – A opportunity to get our families engaged and provide them with workshops, leadership training, and networking opportunities.
   iv. Parent backpacking and potluck – Families and community members, along with teachers and educators, worked together to pack 2500+ book bags with school supplies.

e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.
- As a first year school we are still building our parent partnerships. We spent most of the school year training our parents and providing them with opportunities to learn and grow.

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.
Epitome of Soul	Epitome of Soul, Inc. partners with community organizations to equip, empower, and encourage elementary, middle, and high school students to strive for academic excellence and cultural growth through the arts.	20 students, one hour per day, 4 days a week

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 12: Board Governance

Board Governance	
Number of board members required by the charter school's by-laws	5
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as **Appendix B)**	8.17
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as **Appendix C)**	6/18/2018

b) List the amendments to by-laws that the board adopted during the 2017-18 school year.
   a. Initial by laws for a start up of a school
c) List the critical policies adopted by the board during the 2017-18 school year.
   a. All policies for the start up of a school

3.2 Board Compliance

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

Table 13: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Andrew Fesen	5.17	5.19	President	afesen@collegeachieve.org	2017	09.27.17
Roger Grutzmacher	5.17	5.20	member	rgrutzmacher@collegeachieve.org	2017	10.02.17
Kenyatta Stewart	5.17	5.20	member	kstewart@collegeachieve.org	2017	
Jerry Walker	5.17	5.19	member	jwalker@collegeachieve.org	2017	
Craig Woolridge	5.17	5.18	Vice President	cwoolridge@collegeachieve.org	2017	

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 2018-19.

Table 14: School Year 2017-18 Application Process Timeline

Application Process Timeline	
Date the application for school year 2018-19 was made available to interested parties	February 5, 2018
Date the application for school year 2018-19 was due back to the school from parents/guardians	March 19, 2018
Date and location of the lottery for seats in school year 2018-19	March 29, 2018 - College Achieve Paterson Charter School

b) Provide the URL to the school's application for prospective students for school year 2018-19. If the application is not available online, then, as **Appendix D,** provide a copy of the application in as many languages as available.
- https://www.collegeachievepaterson.org/apps/form/form.CAPCS.qInT9CZ.1Rf

c) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2018-19.
- College Achieve Paterson Charter School or any device with Internet access.

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

e) List all of the ways in which the school advertised that applications for prospective students for school year 2018-19 were available prior to the enrollment lottery.
- School website, Charters of Paterson website, billboards, NJ Transit buses, YouTube video and flyers were distributed to all current students, businesses in downtown Paterson and other Paterson Public Schools.

f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2018-19.

Table 15: 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 2017-18	Number of students retained in 2017-18 for the 2018-19 school year
K	3	6	0
1	5	7	2
2	NA	NA	NA
3	NA	NA	NA
4	NA	NA	NA
5	6	1	0
6	2	6	4
7	NA	NA	NA

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2017-18	Number of students retained in 2017-18 for the 2018-19 school year
8	NA	NA	NA
9	NA	NA	NA
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.

5.1 Compliance
The following questions are aligned to the Organizational Performance Framework, Performance Area 5: 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:
- o Has received and reviewed clear guidelines on the components of the evaluation and the evaluation process
- o 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
- o 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:
- o Develops a strategic school plan in collaboration with other stakeholders that includes relevant, clear student learning priorities that are supported by data.
- o 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
- o Discusses their student learning targets and professional growth priorities with their evaluator
- o 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,

- o The principal analyzes available student achievement data and considers progress toward student learning priorities.

- o The principal reflects on the indicators of leadership practice selected as priority areas and determines whether their growth is on track or not.
- o 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:

- o Reviews all available evidence including student data and evaluator and stakeholder feedback
- o 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:
- o Reviews the principal's self-assessment and all evidence collected over the course of the year and comes to a practice rating
- o 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
- o Assigns a rating based on all available evidence and shares that rating with the principal (see next section for rating methodology).

c) As **Appendix E**, provide a 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 16: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2018 – 19 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder "Annual Report 2018." Save each appendix by the file naming convention provided in the second column of the above table.

Signature of School Official (School Lead):

Date: July 26, 2018

Print Full Name: Dr. Gemar Mills

Title: Executive Director

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

Date:

Print Full Name:

Title: