PAUL ROBESON
CHARTER SCHOOL
Knowledge. Character. Success.

2016 – 17 Annual Report
August 1st, 2017

BASIC INFORMATION ABOUT THE SCHOOL

Fill in the requested information below.

BASIC INFORMATION	
Name of school	Paul Robeson Charter School for the Humanities
Grade level(s) to be served in 2017-18	4-8
2016-17 enrollment (as of June 30, 2017)	374
Projected enrollment for 2017-18	375
Current waiting list for 2017-18	194
Website address	www.paulrobesoncs.org
Name of board president	Vijay Aggarwal
Board president email address	vijay@phasefwd.com
Board president phone number	610-408-8157
Name of school leader	Freya Lund
School leader email address	flund@paulrobesoncs.org
School leader phone number	267-273-9261
Name of SBA	SBO Offices
SBA email address	info@sboffice.com
SBA phone number	732-631-4009

SCHOOL SITE 1	
Site name	Paul Robeson Charter School for the Humanities
Year site opened	2008
Grade level(s) served at this site in 2016-17	4 – 8
Grade level(s) to be served at this site in 2017-18	4 – 8
Site street address	643 Indiana Avenue SE
Site city	Trenton, NJ
Site zip	08638
Site phone number	609-394-7727 x2
Site lead or primary contact's name	Freya Lund
Site lead's email address	flund@paulrobesoncs.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.*

The mission of Paul Robeson Charter School (PRCS) is to prepare scholars academically for the path to college and to provide students with a foundation of the life skills required to become productive members of their communities.

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

PRCS has the following five pillars that are used to drive student success on a day-to-day basis:

1. Extended day and extended year so that students spend **more time in school** including opportunities for tutoring and Saturday school;
2. Standards-aligned common curriculum combined with a uniform approach to lesson planning/delivery, coupled with comprehensive teacher coaching to **consistently provide highly effective instruction;**
3. Vibrant school culture grounded in **robust positive behavior incentive system**, and a uniform approach to discipline and behavioral interventions;
4. **Strategic use of assessments and data** to measure overall school performance and inform intervention strategies designed to accelerate growth;
5. **Proactive and frequent engagement of families** to ensure strong connection to school and foster support of high expectations both in and outside of school.

Our academic framework is built around six key strategies that lead to academic success.

1. **Rigorous and Joyful School Culture:** Our culture is the foundation that propels student achievement; it is built on our four school PATH values (Prepared, Attentive, Thoughtful and Hardworking) and is tied to the strong relationships between our students and staff. Our school culture is positive, warm, and focused on preparing students for the path to college.

2. **Effective Instructional Practices**: We incorporate core instructional practices designed to quickly move our students up to grade level. These include common instructional strategies, emphasized foundational skills, attention to rigor, and multiple instructional approaches.

3. **Practical, Tactical Differentiation**: Because our scholars are at varying levels of achievement, it is imperative that we offer differentiated learning opportunities for each student. To accomplish this, we focus on maximizing small group and individual instruction, which is supported by effective use of technology, targeted interventions, and scholar data tracking to drive decision making.

4. **Data-driven Decision Making**: Data provides the tools and common language for reflection, analysis, and decisions across all stakeholders (students, parents, teachers, and leaders). We utilize several assessments to evaluate student learning, teaching, and necessary supports, and

we use a structured approach to engage with the data to monitor progress. We employ a cyclical approach to data collection, analysis, and action at every level.

5. **Intervention**: We use multiple approaches for interventions in our schools, including a specific intervention block (as well as classroom-based push-in and pull-out structures). Students are flagged for interventions based on the previous year's state and nationally normed tests, Beginning of Year (BOY) diagnostic data, and teacher recommendations. Interventions are delivered using a research-based curricular tool and student progress is regularly assessed, tracked, and reviewed.

6. **Use of Technology**: We use technology to maximize opportunities for individualized learning, allowing students to focus on their specific learning needs and gaps. A smart use of technology provides a balance of rigor and remediation by providing opportunities to push critical thinking as much as review. Technology helps us make the most of our intervention block and small group instructional strategies.

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.*

PRCS does not have a specialized concentration, theme, or mission-specific academic goals that are not assessed by the common measures within the Academic Performance Framework.

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.

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 exam 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?

Below are our instructional standards for our teachers. Each standard is grounded in a key question, and the performance description language is grounded in student focused language. Along with each standard, we have aligned teacher actions to support teachers in how to meet the rubric performance descriptors with students. The rubric below, is the description for High Effective, a rating of 4.

Instructional Focus 1—Culture of Learning: Are all students engaged in the work of the lesson from start to finish?

4 – Highly Effective
All or almost all students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
All or almost all students follow behavioral expectations and/or directions.
Students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.
Class has a quick pace, and students are engaged in the work of the lesson from start to finish. Students who are finished assigned work early engage in meaningful learning without interrupting other students' learning.
Advanced Student Behaviors for Culture of Learning
• Students assume responsibility for routines and procedures and execute them in an orderly, efficient, and self-directed manner, requiring no direction or narration from the teacher. • Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.

Instructional Focus 2—Essential Content: Are all students working with essential content for their subject and grade?

4 – Highly Effective
The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.
All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goal(s).
All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).
Advanced Student Behaviors for Essential Content
• Students make connections between what they are learning and other content across disciplines. • Students interdependently connect lesson content to real-world situations

Instructional Focus 3—Academic Ownership: Are all students responsible for doing the thinking in this classroom?

4 – Highly Effective
All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.
All or almost all students provide meaningful oral or written evidence to support their thinking.
Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when students do not agree with the response.
All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.
Advanced Student Behaviors for Academic Ownership
• Students synthesize diverse perspectives or points of view during the lesson.   • Students independently show enthusiasm and interest in taking on advanced or more challenging content.

Instructional Focus 4—Demonstration of Learning: Do all students demonstrate that they are learning?

4 – Highly Effective
Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.
Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.
All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.
Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goals.
Advanced Student Behaviors for Demonstration of Learning
• Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.   • Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.   • Students monitor their own progress, identify their own errors and seek additional opportunities for practice.

Effective Instructional Practices: These include 1) a College Prep Curriculum 2) Common Instructional Strategies 3) Attention to Rigor and 4) Multiple Instructional Approaches.

College Prep Curriculum (CPC): Paul Robeson Charter School uses a combination of externally adopted programs as well as curricula developed by school leadership to meet grade level standards, teach critical foundational skills, develop higher-order thinking and build student character. At Paul Robeson Charter School, a curriculum team at the network and school level worked together to create robust college prep curriculum resources for scholars in grades 4-8. The team relies on the research conducted by Grant Wiggins and Jay McTighe, as outlined in their book *Understanding by Design*, and on David Conley's *College, Careers and the Common Core*. This text explores college and career readiness through four lenses. The CPC team used all four readiness lenses to strengthen their curriculum design and implementation throughout the 16-17 school year and ensure Common Core alignment.

Beginning in the summer, the Directors of Curriculum & Instruction (DCI) led teachers through a curriculum unpacking and development process to lay out standards, create objectives, and work on unit planning. They analyzed end of year data from AIMSweb, ANET, and NWEA MAP to determine the content that would receive the greatest amount of instructional emphasis across the scope and sequence.

Throughout the year, the DCI worked with teachers on planning at the unit, weekly and daily level. Teachers submitted plans for feedback weekly and collaborated on Wednesdays to internalize plans. To ensure that teacher curricula and plans were of exceptionally high quality, each Paul Robeson Charter School teacher was provided with ample planning time during each school day.

In addition to the network and teacher created curriculum, Paul Robeson Charter School utilized several research-based off the shelf resources in 16-17 including **Reading Mastery** and **Math in Focus**.

Common Instructional Strategies: We use common instructional practices in every classroom at Paul Robeson Charter School to increase the effectiveness of our teachers and maintain consistency for our students. Our instructional practices address core academic routines as well as strategies for effective content-based delivery. Common instructional practices create learning environments that are well organized, have clear learning objectives, provide students with many "at bats" to apply their knowledge, and place the cognitive load on scholars. In addition to our school's instructional practices, Paul Robeson Charter School also provided teachers and leaders with a set of instructional standards that highlight key practices and promote teacher growth through regular individual performance dialogues.

Attention to Rigor: Paul Robeson Charter School approaches teaching and learning through a rigorous lens. While certain students require additional time to revisit and review gap skills, our teachers deliver instruction for all skill levels in a manner that honors our students' intellect.

Lessons are challenging and push students to think at higher cognitive levels. At Paul Robeson Charter School, we utilized a variety of strategies to stretch student thinking and shift the cognitive load to our students. In 16-17, we also continued the 15-16 approach to shared reading that engages scholars in close, repeated readings of complex texts for several consecutive days.

Multiple Instructional Approaches: Research demonstrates that students benefit from learning in more than one way. Our approach explicitly incorporates multiple instructional approaches to math, literacy, science and social studies each day.[1] Scholars explore and master content through direct instruction, engaging technology programs, inquiry based learning, student discussions, writing, team projects, and independent reading. Our lessons are designed to meet various student learning modalities every day so that all scholars can access and engage with the material.

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 2016-17 PARCC results have not been released to schools by July 15, 2017, then leave the 2016-17 column blank.*

| PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 3	n/a	n/a	
ELA 4	19%	20%	
ELA 5	21%	17%	
ELA 6	16%	20%	
ELA 7	23%	21%	
ELA 8	11%	41%	
ELA 9	n/a	n/a	
ELA 10	n/a	n/a	
ELA 11	n/a	n/a	
MAT 3	n/a	n/a	
MAT 4	23%	20%	
MAT 5	14%	26%	
MAT 6	11%	18%	
MAT 7	12%	17%	
MAT 8	18%	32%	
Algebra I	n/a	n/a	
Geometry	n/a	n/a	
Algebra II	n/a	n/a	

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[1] Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9–12*. Alexandria, VA: ASCD
Ellis, E. S., & Worthington, L. A. (1994). *Research synthesis on effective teaching principles and the design of quality tools for educators* (Technical Report No. 5). Eugene: University of Oregon, National Center to Improve the Tools of Educator

Across all departments, the Paul Robeson Charter School team is regularly incorporating data review and analysis into their practice and decision making. The school sets common goals defined in the Board and Governance section of this application and receives updates to goal targets as data becomes available. Teachers and administrators have access to a weekly data report that highlights course grades, attendance and behavior data that can be used for planning during grade, content and leadership team meetings. Performance data collected through our assessments is released shortly after administration and analyzed during scheduled professional development/data analysis workshops. Teachers and staff receive a comprehensive data workbook and access to online interim analysis tools to assist with instructional planning for re-teach and remediation. Data is used when assigning behavioral and academic interventions for students, assessing teacher and leadership impact and when informing annual priorities and determining how to best allocate resources.

Paul Robeson Charter School's 2014-15 PARCC results largely reflected trends across the state of New Jersey, with a reduction in the percentage of students achieving proficiency levels. Results indicated that 19% of students achieved Level 4 or 5 in ELA (compared to 32% in 2013-14 on the previous NJASK measure) and 16% in math (compared to 39% in 2013-14 on the previous NJASK measure). In 2015-2016, Paul Robeson experienced an increase in the overall percentage of students meeting or exceeding expectations in both Math and Reading. Overall, the percentage of students meeting or exceeding expectations in Math increased from 16% to 24% and the percentage of students meeting or exceeding expectations in ELA increased from 19% to 23%. These results are not where we want to be but we are encouraged by the increase in performance over the last year and the trajectory of the campus.

The following graphs display the change in performance on statewide math and ELA assessments over time as compared to results in the state of New Jersey for grades 4-8:
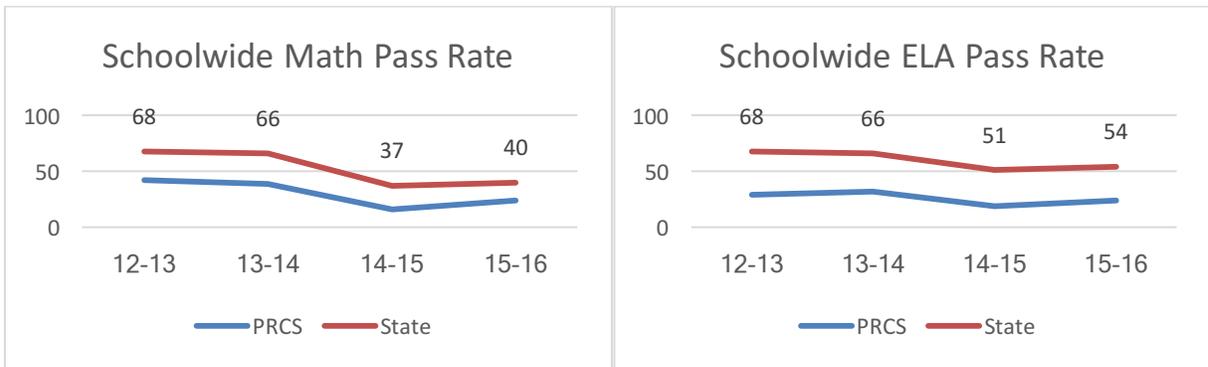
The gap in math performance between PRCS students and the state of NJ narrowed in 15-16 and PRCS increased performance at essentially the same rate as students in the state in ELA. Students who were with PRCS longer performed better on the PARCC exam. On average, grades 6-8 saw an increase of 10 percentage points from 14-15 to 15-16 in ELA (compared with approximately 4 percentage points state wide) and nearly 7 percentage points in Math compared with less than 2 percentage points state wide. Furthermore, PRCS 8th grade students exceeded the state average in

Math with 32.9% of students meeting or exceeding expectations vs. 25.6% state wide. The graph below highlights PRCS PARCC performance as compared to Trenton City and highlights the performance of our graduating 8th grade students.
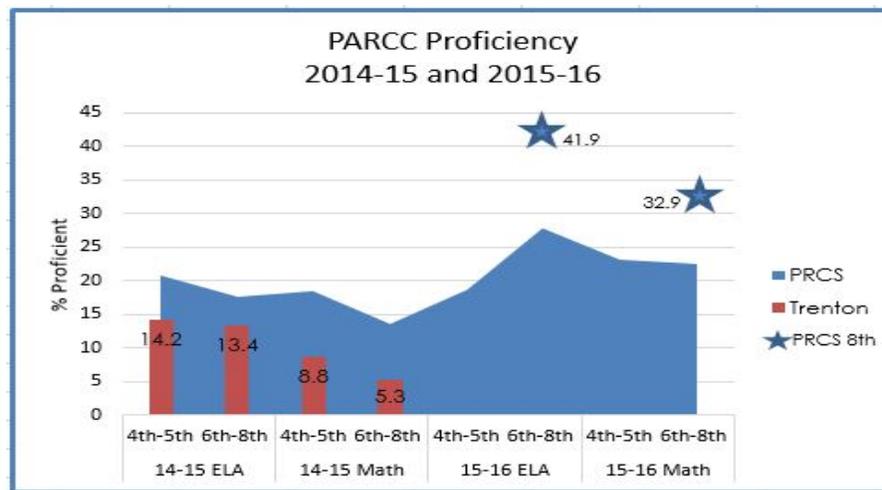
c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2016-17 year.

Paul Robeson Charter School utilizes several assessments to evaluate student learning and teaching, and uses a structured approach to engage with the data to monitor progress. PRCS administered the PARCC assessment to all students, and the NJASK assessment for science to students in grade 4 and 8. Additionally, PRCS employed various internal assessment strategies to ensure high quality teaching and student achievement in all grades. The following assessments were used throughout the academic year for all grade levels:

- NWEA MAP | Math & Literacy Growth

- ANET | Math & Literacy Interim Assessments

- AIMSweb | Foundational Math & Literacy

- School-created Interims for Science & Social Studies

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

The school employs a cyclical approach to data collection, analysis, and action. Effective use of data provides students with targeted instruction and intentional interventions and gives teachers and leaders time to adjust groups, instructional delivery, and plans. The Paul Robeson Charter School team is data driven at its core. Under the leadership of the School Director and DCI, teachers regularly review key data points and make careful instructional adjustments during grade content and instructional leadership team meetings. The Paul Robeson Charter School team uses several data review structures, including weekly data conversations, review of student performance on

weekly quizzes, and quarterly Data Days. Throughout the year teachers looked specifically at school-wide assessments and results to determine student readiness for content before each unit began and adjusted units to account for least mastered standards and necessary re-teaching. In January, teachers also used released PARCC data to provide targeted tutoring and Saturday school opportunities for students who could directly benefit from additional instruction, given identified gaps.

1.5 Organizational Capacity - School Leadership/Administration
  a) *Fill in the requested information below regarding school leadership.*

SCHOOL LEADERSHIP/ ADMINISTRATION INFORMATION		
Administrator Name	**Title**	**Start Date**
Freya Lund	School Director	July 1, 2016
Daniel Finn	Director of Culture	September 1, 2010
Mary Mooney	Instructional Support Specialist (Part-Time)	August 2, 2013
Ivy Scott	Director of Student Support	July 1, 2014
Jessica Fazzie	Director of Curriculum and Instruction	July 1, 2016

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.

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	**96%**
Elementary School Attendance Rate (grades K-5)	96%
Middle School Attendance Rate (grades 6-8)	96%
High School Attendance Rate (grades 9-12)	n/a
Student - Teacher Ratio	12:1

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

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate (from SY 2016-17 to 2017-18)	82%
Total Staff Retention Rate (from SY 2016-17 to 2017-18)	83%
Frequency of teacher surveys and date of last survey conducted	2x per year;
Percent of teachers who submitted survey responses	100%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	69%

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

The three highest categories scored by teachers were:

1. Instructional planning for student growth

2. Observation & feedback; and

3. Leadership

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

The three areas rated the lowest on the survey were:

1. Career progression

2. Learning environment; and

3. Teacher compensation

e) Fill in the requested information below regarding the school's discipline environment in 2016-17. If there was a noticeable increase or decrease in suspensions and expulsions in 2016-17 compared to 2015-16, then please describe the reasons for the change below the table.

DISCIPLINE ENVIRONMENT 2016-17			
Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	76	0	0
5	76	3	0
6	76	9	0
7	76	5	0
8	76	11	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

Suspensions decreased drastically since 2015-16. PRCS has begun shifting away from a no-excuses approach to discipline and migrating to more restorative model. We invested in training and development of staff in Restorative Practices at the beginning of the 2016-2017 school year.

f) Fill in the requested information below regarding 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
Frequency of parent/guardian surveys	1x/year
Date of last parent/guardian survey conducted	December 2016
Percent of parents/guardians completing the survey (consider one survey per household)	34%
Percent of parents/guardians that expressed satisfaction with the overall school environment	89%

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

1. *This school has high standards and expectations for students (average rating 4.7/5)*

2. *I am satisfied with what my student is learning (average rating 4.6/5)*

3. *I feel welcome at the school (average rating 4.5/5)*

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

1. My child's teacher regularly contacts me about his/her academic progress. (average rating 3.7/5)

2. My student's teacher contacts me about his/her performance. (average rating 3.7/5)

3. My child is involved in extracurricular activities (average rating 4.0/5)

i) *List and briefly describe the major activities or events the school offered to parents/guardians during the 2016-17 school year.*

- Enrollment Information Sessions – time for families to learn about the application and registration process at PRCS
- Parent Orientation – time for parents to learn about PRCS and to speak with teachers and staff
- Monthly Parent Advisory Council meeting – opportunity for parents/guardians to meet to discuss pertinent topics and express concerns
- Muffins with Mom – morning engagement for mothers/guardians
- Donuts with Dad – morning engagement for fathers/guardians
- High School Placement Conferences & Information Sessions – opportunity for parents of 7th and 8th grade students to learn about the process of applying to high schools and the support offered by PRCS staff
- Honors Breakfasts – quarterly events that recognize students who achieved honor roll
- Back to School Night – welcome session for parents
- PARCC Information Session – time for families to learn about the PARCC test
- Title I Information Session
- Teacher Conferences, Report Card Conferences
- Day of Service – opportunity for families to work alongside students in giving back to the community

j) *List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.*

n/a

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

COMMUNITY INVOLVEMENT		
Partnering Organization	**Description of the Partnership**	**Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.**
Education Institutions:		
The Lawrenceville School	Mentoring	6 of our top 7th graders 1 staff member Approximately 30 hours/month for 2 months
TCNJ, Princeton University, Rowan University, Rutgers University, Seton Hall, Monmouth U.	Annual College Visit Day tours	Entire student body Approximately 3-4 hours each
Rutgers 4H	Student accepted into summer program at Rutgers	1 student 1 week (40 hours)
Community Institutions:		
YMCA	After school pickup service/After care (recreational trips, sports, tutoring, recreational activities)	4 students 40 hours/month
Boys and Girls Club	After school pickup service/After care (recreational activities, basketball, swimming, recreational trips, tutoring, music)	45 students 40 hours/month.
The Lawrenceville School, Stuart Country Day School, Mercer County Technical School, STEMcivics, Notre Dame, Foundation Charter School, and the Wilton School	Students accepted into these high schools	51 Students
Trenton Soup Kitchen	Students volunteered hundreds of hours of community service as part of graduation requirement	1,884 Hours Volunteered
NJ SEEDS	Academic tutoring and high school placement support	Monthly meeting and summer program.
ABC Program	Academic tutoring high school placement support	Monthly meeting and summer program

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.

BOARD GOVERNANCE	
Number of board members required by the charter school's by-laws	Five (5)
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as **Appendix B**)	7/26/2016* *2017 Evaluation to be completed at 8/1 board meeting
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as **Appendix C**)	6/15/2017

b) List the amendments to by-laws that the board adopted during the 2016-17 school year.

None/

c) List the critical policies adopted by the board during the 2016-17 school year.

Per New Jersey State guidelines and regulations, the school adopted the following policies:
1. Medical Marijuana Policy
2. Tenure Changes Policy
3. Wellness Policy
4. Late Fee Policy
5. Financial Policies and Procedures

3.2 Board Compliance

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

BOARD OF TRUSTEE INFORMATION						
Name	**Start Date**	**Term Expiration Date**	**Role on Board**	**Email Address**	**Date of Criminal Background Check**	**Date of NJSBA Training**
Dr. Vijay Aggarwal	3/30/2016	3/30/2018	President	Vijay@phasefwd.com	6/29/2016	Gov 1: 6/17/2017
Tom Rebar	7/01/2015	7/1/17	Trustee	trebar@scppartners.com	10/10/2012	Gov1: 12/27/2012 Gov2: 11/17/2015
Ken Somberg	7/01/2016	7/1/18	Trustee	kenneth.somberg@covance.com	3/19/2014	Gov1: 08/03/2015 Gov2: 02/18/2016 Gov2: 04/17/2015
Rich Wells	3/30/2016	3/30/2018	Trustee	RWells@fpsflawfirm.com	4/27/2016	Trainings Not Yet Completed
Charles Freyer	9/28/2016	2/28/18	Trustee	cfreyer@scppartners.com	In Process	Gov1: 11/8/16 Gov2: 7/25/2017
Freya Lund	12/19/16		Charter Lead Person	flund@paulrobesoncs.org		
Mike Falkowski	12/18/12		Business Admin.	mfalkowski@sboffice.com		

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 2017-18.

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	September of 2016
Date the application for school year 2017-18 was due back to the school from parents/guardians	February 28, 2017
Date and location of the lottery for seats in school year 2017-18	March 5, 2017

b) *Provide the URL to the school's application for prospective students for school year 2017-18. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.*

- http://paulrobesoncs.org/pdf/apply-now.pdf (English)

- http://paulrobesoncs.org/pdf/someta-su-aplicaci%C3%B3n-ahora.pdf (Spanish)

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 2017-18.*

- Online – PRCS school website

- Paul Robeson Charter School main office

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

- Spanish

e) *List all of the ways in which the school advertised that applications for prospective students for school year 2017-18 were available prior to the enrollment lottery.*

- School website

- Local newspaper

- Banner posted outside school

f) *Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2016-17.*

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 2016-17	Number of students retained in 2016-17 for the 2017-18 school year
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	1	0
5	0	0	0
6	1	0	0
7	3	1	0
8	2	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

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.*

To ensure that our students are prepared to succeed in high school and college, PRCS employs extremely dedicated teachers and staff members. Our teachers must plan and deliver rigorous instruction and enforce a standardized set of school-wide procedures, expectations and systems while also providing a safe and supportive environment. We believe that our students need a single set of expectations from every adult rather than a different set of expectations from each adult. In addition, every adult in the building needs to be held accountable to the highest of expectations and student achievement metrics. As a team, we close the achievement gap for our students and support each other in doing so through a cycle of continued feedback, reflection and evaluation.

▪ **Goal Setting:** At the start of the year each instructor goes through a goal setting process that becomes a central component of the ongoing evaluation and a regular component of both formal coaching and informal feedback conversations.

- **Ongoing Observation and Feedback:** We prioritize regular observation and feedback so that we are consistent in our application of our whole school model. Formal evaluation structures are also in place to ensure that our students are receiving the quality education they deserve and that teachers are rewarded for their hard work and talent.
- **Instructor Formal Evaluations (IFE):** Twice a year, the School Director formally evaluates instructors on four performance strands. The purpose of the evaluation is to provide performance feedback, identify training needs, facilitate formal communication between the School Director and teacher, and validate selection techniques. We utilize a rating system, in which the principal or direct manager scores the teacher (or other employee) against specific performance indicators for each strand. The evaluation also includes a self-evaluation component. Each faculty member receives a comprehensive evaluation, including one full class period's observation and a one-on-one meeting with the principal or instructional leader, where the performance review is discussed in detail. In addition to discussing the full observation, the instructor's student achievement data—as measured by MAP—is also reviewed.

The Instructor Formal Evaluation (IFE) concludes with this performance review meeting to comprehensively evaluate performance and establish next steps. The School Director and/or a Director of Curriculum and Instruction (DCI) will conduct the formal evaluations and can/will seek input and involvement in the process from other Administrative Leaders.

If, for any reason and/or at any time, the School Director determines that instructor performance is a concern before or outside of a cycle of evaluation, a full or partial IFE can be initiated to address performance concerns. If this occurs, this will be communicated both verbally and in writing to the instructor by the School Director. In this instance, the IFE will be accompanied by an Improvement Plan. Should the goals of an Improvement Plan not be met with a reasonable and mutually agreed upon period of time, the employee would be at risk for termination.

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

School Leaders are evaluated twice per year by the Regional Executive Director (ED). However, the evaluation process begins during the school planning phase. A School Director and the ED work together to establish a set of goals for the academic year. Goals are set in the following categories:

1. Academic Achievement
2. Academic Growth and Student Support
3. Adult Culture and Performance Management
4. Positive Climate
5. Family Engagement
6. Finance, Enrollment and Compliance
7. Annual Priorities and High School Placement

At one mid-year point and one end-of-year interval the School Director completes a self-reflection that is shared with the ED. The ED completes a formal evaluation that is used to put corrective measures in place should the School Director be falling short of the pre-defined targets. The School Director Evaluation standards are broken into the following Leadership Competencies:

- Instructional Leadership
- Culture Leadership
- Operational & Strategic Leadership
- Family & Community Leadership
- Talent Leadership
- Personal & People Leadership
- Core Values

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

> **Note**: *You may use http://www.nj.gov/education/chartsch/info/evaluation.pdf for guidance answering a), b) and c) above.*

Appendices	
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 2017 – 18 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy