



Annual Report

2019-2020

July 30, 2020

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Appendices (attached and to be sent after the board meeting in August/September)

- A. Statements of Assurance
- B. Board Self-Evaluation Tool (Board on Track)
- C. School Leader Evaluation Tool (Board on Track)
- D. Admissions Application (all languages)
- E. Board Resolution Approving Evaluation System (See Resolution 2009, 2017 Accountability Plan, and 2019 Corrective Action Plan)
- F. SY 2020-2021 School Calendar (Sent after board meeting)
- G. Organizational Chart (Sent after August board meeting)
- H. Promotion/Retention Policy (Attached)
- I. Student Discipline Policy (Attached)
- J. Internal Assessment Data (due to COVID-19)

BASIC INFORMATION ABOUT THE SCHOOL	
Name of School	University Heights Charter School
Year School Opened	2006
Grade Level(s) served 2019-20	PreK-8
Enrollment (as of June 30, 2020, or the last day of school)	846
Maxi Enrollment in 2019-20 (allowed per charter)	1095
Current Waiting List for 2020-2021 students	184
District(s) / Region of Residence	Newark City
Website Address	www.uhcs-newark.org
Name of Board President	Nicole Butler
Board President email address	nbutler@uhcs-newark.org
Board President phone number	973-623-1965
Name of School Leader	Tamara Cooper Christy Oliver(Hired July 24,2020)
School Leader email address	tcooper@uhcs-newark.org coliver@uhcs-newark.org
School Leader phone number	973-623-1965
Name of SBA	Michael Fakowski
New SBA	Darice Gonzalez
SBA email address	dgonzalez@uhcs-newark.org
SBA phone number	973-623-1965

SCHOOL SITE 1	
Name of School	Lower School
Grade Level(s) Served at this site in 2019-2020	Pre K3 - 2
Grade Level(s) to Be Served at this site in 2020-2021	Pre K3 - 2
Site Street Address	74 Hartford St.
Site City	Newark, NJ
Site Zip	07103
Site Phone Number	973-623-1965
Site Lead or Primary Contact's Name	Wyomia Scott Christy Oliver-Hawley (Hired July 24,2020)
Site Lead's Email Address	wscott@uhcs-newark.org coliver@uhcs-newark.org
Year Site Opened	2006

SCHOOL SITE 2	
Name of School	Upper School/Junior High School
Grade Level(s) Served at this site in 2019-20	School Site 2/3
Grade Level(s) to Be Served at this site in 2019-20	3-6- 7/8
Site Street Address	66-78 Morris Avenue/ 111 7th Avenue
Site City	Newark, NJ

Site Zip	07103
Site Phone Number	973-230-9995
Site Lead or Primary Contact's Name	Kethurah Howell (Technical Assistance Support) Eric Thompson (Interim Principal) Christy Oliver-Hawley (New Leader July 24,2020)
Site Lead's Email Address	coliver@uhcs-newark.org
Year Site Opened	2012-13

1. Education Program and Capacity

1.1 Mission and Key Design Elements

The mission of University Heights Charter School (UHCS) is to develop in each student the **character, scholarship, and leadership** necessary for success in **life, college, and community**.

Local community members founded our **free, public, charter school**. It opened in Fall 2006 with 120 students in grades K-2 and is expected to serve 1050 students in grades PreK-8 on a three-building campus in Fall 2020.

Our model derives from a theory of change grounded in six core beliefs. These core beliefs drive the key activities of our strategy that lead to our desired outcomes:

- A. All students can achieve high levels of character, scholarship and leadership.** Our students are 100% minority and 95% low income, representative of our Newark community. There is no entrance exam: all students are enrolled through the One Newark System. We also serve a range of special education students with services including speech therapy, social work services, in-class support, and special classrooms with low student to teacher ratios.
- B. Effective instruction is the single greatest factor in increasing student achievement.** Because we believe all children can achieve at high levels, good teaching is the most important factor in determining whether every child achieves their potential. UHCS is committed to extended day through the aftercare program and year initiatives that combined offer over 20% more learning time. All students get the same college-ready curriculum based on the NJ Student Learning Standard.
- C. Great staff are the key to effective instruction.** The impact of high-quality curriculum and more learning time is only as strong as the quality of staff delivering the instruction. UHCS spends significant resources attracting and hiring the most highly qualified and certified teachers available, with many times more applicants as openings. Once teachers are hired, we provide extensive support and professional development using the summer institute sessions in July and two weeks of professional development in August.
- D. Strong school culture makes effective instruction possible.** Good instruction can be thwarted by a culture of low expectations. Therefore, UHCS emphasizes building strong school culture. This begins with orientation where students learn our expectations. All students wear uniforms to demonstrate school pride and promote unity. Character education revolves around our REACH core virtues of Respect-Excellence-Accountability-Caring-Honesty, with discipline strictly enforced.
- E. Data-driven decision-making improves instructional effectiveness.** Teaching has not happened if students have not learned, and the only way to determine that is through assessment. Therefore UHCS employs many formal and informal assessments to track student progress. Based on the results teachers can then adjust instruction to ensure maximum learning has taken place. All students have an intervention block built into the schedule to support weak skills.
- F. Partnerships with parents and community reinforce student learning and achievement.** University Heights recognizes that parents are the primary teachers of students. We seek their partnership in every way possible, including regular parent meetings and workshops. The school also works with key community partners to enhance the school's education program. These partners include: Bethany Baptist Church, Bloomfield College, Montclair State University, Children's Literacy Initiative, Center for Teacher Effectiveness, New Jersey Institute of Technology, Pillar College, Caldwell University, Seton Hall University, Essex County College, Berkeley College, Rutgers University, Schools That Can, Science to Science, Young Audiences, Consortium on

1.2 Curriculum

All charter schools are required to adapt and implement their curriculum to align with the (New Jersey Student Learning Standards). See Appendix A for our assurances that we are meeting statutory and regulatory requirements.

1.3 Instruction

The curriculum for every student at UHCS is aligned to the New Jersey Core Curriculum Content Standards and includes language arts literacy, mathematics, science, social studies every day. Music, performing arts, visual arts, physical education, and technology instruction also happens on a regular basis. The school also aims beyond regular standards with college-ready standards that will prepare students to be independent thinkers. To make instruction effective, UHCS has adopted a school-wide set of proven instructional practices. This includes using a common lesson plan format based on strong objectives and standards, use of the I-We-You approach, workshop model, and intervention to gradually release students to independent practice, and frequent checking for understanding. To meet the ever-changing educational landscape, our school underwent a massive overhaul of our current curriculum in grades K-8. The new curriculum is aligned to the new rigors of Every Student Succeeds Act.

1.4 Assessment

In 2018 University Heights Charter School received results from the ongoing administration of the NJSLA assessment. These results for proficiency rates are detailed below, compared to the available benchmarks from prior years. However, per Governor Phil Murphy's Executive Order No. 117, which waives 2019-2020 statutory school year assessment requirements for eighth grade students and twelfth grade students who have not yet met the graduation assessment requirement due to the ongoing COVID-19 pandemic. Therefore, there is no state assessment data for SY 2019-2020.

The school district was placed on a corrective action plan as a part of its 5-year charter renewal in February Of 2020 and, has continued to conduct quarterly internal assessments (this data has been included in the appendices) The internal have shown that 47% of students in the district have growth on the ELA. 49% of the students have grown in Math. The growth that we have seen as provided by our internal data assessments are based upon the New Jersey state standards for each grade level and subject area.

This growth has been made possible by aligning instruction with the standards at each level while providing scholars with the space to gain the prerequisite skills they've missed in previous years. We used the beginning of year school data to develop differentiated data plans at each grade level. Using our RTI system we have been able to identify struggling areas of scholars and provide a variety of strategies in order to increase student achievement. We believe that as we continue to provide rigorous data driven instruction to scholars that we will continue to see the growth that is needed for each student to be on grade level.

Table 1

UHCS - ELA Note- all scores are % of students scoring a 4 & 5	2016/2017 PARCC	Difference in Percentage Points	2017/2018 PARCC	Difference in Percentage Points	2018/2019 NJSLA	Difference in Percentage Points	2019/2020 No State testing due to COVID-19
3rd Grade	30-40	(+) 10	40-27	- 13	27-19	-8	N/A
4th Grade	38-43	(+) 5	43-29	-14	29-17	-12	N/A
5th Grade	37-30	- 7	30-24	-6	24-15	-9	N/A
6th Grade	38-47	(+) 9	47-35	-8	35-23	-12	N/A
7th Grade	40-46	(+) 6	46-38	-8	38-33	-5	N/A
8th Grade	45-51	(+) 6	51-34	-17	34-45	(+)11	N/A
Overall State Rates	43		31	-12	25	-6	N/A
Total Number of Students	349		407		390		N/A

Table 2

UHCS	2016/2017	Difference in Percentage Points	2017/2018	Difference in Percentage Points	2018/2019	Difference in Percentage Points	2019/2020
3 rd Grade	33-46	(+) 13	46-30	- 16	30-27	N/A	N/A
4 th Grade	26-26	0	26-24	-2	24-20	N/A	N/A
5 th Grade	22-26	(+) 4	26-11	-15	11-11	N/A	N/A
6 th Grade	10-15	(+) 5	15-18	+3	18-6	N/A	N/A
7 th Grade	18-22	(+) 4	22-18	-4	18-20	N/A	N/A
8 th Grade	17-31	(+) 14	31-12	-19	12-11	N/A	N/A
Overall State Rates	28%		19%	-9	16%	N/A	N/A
Total Number of students	349		407		390	N/A	N/A

Below are the beginning and end data points for UHCS. We celebrate the fact that even with an abrupt transition to virtual learning we are still seeing an increase in student achievement across the district. Based on the data; it is evident that scholars have been receiving effective instruction that has contributed to an increase in their comprehension ability in ELA, Math and Sciences. A variety of virtual learning platforms have been utilized at all three sites to differentiate the learning needs of each scholar.

Kindergarten STAR ELA Data		
Categories	First Data Point	Last Data Point
At or Above	32% (27 students)	43% (28 students)
On Watch	15% (13 students)	12% (8 students)
Intervention	18% (15 students)	14% (9 students)
Urgent Intervention	35% (30 students)	31% (20students)
Total	85 students	65 students

1st Grade STAR ELA Data			1st Grade STAR Math Data		
Categories	First Data Point	Last Data Point	Categories	First Data Point	Last Data Point
At or Above	29% (26 students)	49% (36 students)	At or Above	53% (47 students)	57% (46 students)
On Watch	14% (13 students)	12% (9 students)	On Watch	19% (17 students)	14% (11 students)
Intervention	26% (23 students)	22% (16 students)	Intervention	19% (17 students)	20% (16 students)
Urgent Intervention	31% (28 students)	18% (13 students)	Urgent Intervention	9% (8 students)	10% (8 students)
Total	90 students	74 students	Total	89 students	81 students

2nd Grade STAR ELA Data			2nd Grade STAR Math Data		
Categories	First Data Point	Last Data Point	Categories	First Data Point	Last Data Point
At or Above	36% (41 students)	50% (51 students)	At or Above	33% (37 students)	41% (43 students)
On Watch	13% (15 students)	13% (13 students)	On Watch	21% (21 students)	16% (17 students)
Intervention	11% (12 students)	10% (10 students)	Intervention	30% (30 students)	16% (17 students)
Urgent Intervention	40% (45 students)	28% (29 students)	Urgent Intervention	22% (25 students)	26% (27 students)
Total	113 students	103 students	Total Students	113 students	104 students

3rd Grade iReady ELA Data			3rd Grade iReady Math Data		
Categories	First Data Point	Last Data Point	Categories	First Data Point	Last Data Point
At or Above	19% (22 students)	27% (28 students)	At or Above	11% (13 students)	18% (22 students)
On Watch	26% (31 students)	33% (38 students)	On Watch	13% (15 students)	16% (19 students)
Intervention	22% (26 students)	21% (24 students)	Intervention	36% (48 students)	27% (32 students)
Urgent Intervention	28% (32 students)	19% (22 students)	Urgent Intervention	40% (47 Students)	21% (25 students)
Total	119 Students	118 Students	Total	119 Students	117 Students

4 th Grade iReady ELA Data			4 th Grade iReady Math Data		
Categories	First Data Point	Last Data Point	Categories	First Data Point	Last Data Point
At or Above	21% (17 students)	26% (20 students)	At or Above	16% (12 students)	19% (16 students)
On Watch	24% (19 students)	29% (23 students)	On Watch	24% (19 students)	31% (25 students)
Intervention	26% (21 students)	31 (24 students)	Intervention	28% (22 students)	26% (21 students)
Urgent Intervention	24% (19 students)	20% (16 students)	Urgent Intervention	32% (27 students)	24% (19 students)
Total	80 Students	80 Students	Total	80 Students	73 Students

5 th Grade iReady ELA Data			5 th Grade iReady Math Data		
Categories	First Data Point	Last Data Point	Categories	First Data Point	Last Data Point
At or Above	18% (14 students)	19% (16 students)	At or Above	22% (17 students)	29% (32 students)
On Watch	22% (17 students)	26% (23 students)	On Watch	28% (21 students)	23% (18 students)
Intervention	32% (25 students)	35% (22 students)	Intervention	24% (20 students)	27% (16 students)
Urgent Intervention	28% (22 students)	30% (16 students)	Urgent Intervention	25% (17 students)	21% (12 students)
Total	78 Students	71 Students	Total	78 Students	71 Students

6 th Grade iReady ELA Data			6 th Grade iReady Math Data		
Categories	First Data Point	Last Data Point	Categories	First Data Point	Last Data Point
At or Above	7% (5 students)	13% (9 students)	At or Above	9% (6 students)	11% (7 students)
On Watch	13% (9 students)	17% (14 students)	On Watch	11% (9 students)	29% (16 students)
Intervention	47% (33 students)	36% (26 students)	Intervention	38% (27 students)	35% (25 students)
Urgent Intervention	23% (17 students)	35% (22 students)	Urgent Intervention	42% (30 students)	25% (21 students)
Total	71 Students	69 Students	Total	71 Students	69 Students

7 th Grade iReady ELA Data			7 th Grade iReady Math Data		
Categories	First Data Point	Last Data Point	Categories	First Data Point	Last Data Point
At or Above	23% (16 students)	32% (23 students)	At or Above	22% (15 students)	29% (16 students)
On Watch	19% (13 students)	23% (16 students)	On Watch	28% (19 students)	23% (13 students)
Intervention	22% (15 students)	21% (15 students)	Intervention	24% (16 students)	27% (15 students)
Urgent Intervention	36% (25 students)	23% (16 students)	Urgent Intervention	25% (17 students)	21% (12 students)
Total	69 Students	70 students	Total	67 Students	56 students

8 th Grade iReady ELA Data			8 th Grade iReady Math Data		
Categories	First Data Point	Last Data Point	Categories	First Data Point	Last Data Point
At or Above	25% (13 students)	39% (20 students)	At or Above	31% (18 students)	24% (16 students)
On Watch	18% (9 students)	24% (12 students)	On Watch	22% (13 students)	21% (14 students)
Intervention	18% (9 students)	12% (6 students)	Intervention	31% (18 students)	24% (16 students)
Urgent Intervention	39% (20 students)	25% (13 students)	Urgent Intervention	16% (9 students)	31% (21 students)
Total	51 students	51 students	Total	58 students	67 students

Assessment	PK	K	1	2	3	4	5	6	7	8
Early Childhood Environment Ratings Scale (ECERS)	X									
Teaching Strategies GOLD Early Childhood Assessment	X	X								
I-Ready Math		X	X	X	X	X	X	X		
Achievement Network					X	X	X	X	X	X
STAR Literacy Assessment					X	X	X	X	X	X
PARCC Assessments										
NJASK Science Assessments										

1.5 Organizational Capacity - School Leadership/Administration

School Leadership / Administration Information		
School Leader / Administrator	Title	Start Date at School
Tamara Cooper	Executive Director	July 1, 2016 to July 23, 2020
Christy Oliver-Hawley	Head of School	July 24, 2020
Michael Fakowski	School Business Administrator	2017- June 30, 2020
Darice Gonzalez	School Business Administrator	June 19, 2020
Wyomia Scott	Principal, Lower School Coordinator of Teacher Effectiveness	November 1, 2017 to June 30, 2020
Eric Thompson	Principal, Elementary School	August 1, 2019
Kethurah Williams Howell	Principal, Junior High Coordinator of Development	July 1, 2017 to June 30, 2020
Zakkiyyah Sally	Grade Level Administrator	August 1, 2018
Cathy Davis	Dean of Culture and Climate	August 1, 2015
Lamond Muhammad	Dean Upper School	July 1, 2018
Cidi Brown	Grade Level Administrator	January, 2020
Monique Ballard-Cooper	Truancy and HIB Coordinator	July, 2006

2. Culture & Climate

2.1 School Culture and Climate

Learning Environment / Professional Environment	
Learning Environment	
Attendance rate: (total days present divided by the total days in membership)	93%
Elementary School (Grades PK-5)	93.2%
Middle School (Grades 6-8)	93.7%
Student - teacher ratio	16:1
Professional Environment	
Teacher retention rate (year to year)	58% of teachers from 2018-2019
Total staff retention rate (year to year)	79% of all staff from 2018-2019

Frequency of teacher surveys and date of last survey conducted	Four per year, 7/09/2020
Percent of teachers who submitted survey responses	78%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	81%
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> ● Effective observation & evaluation ● Professional Development Opportunities ● Open and clear communication ● Strong caring culture with students
List the main school challenges identified in the survey	<ul style="list-style-type: none"> ● Student discipline/behavior ● Special education ● Salary/Benefits

2.2 Family and Community Engagement

Parent Satisfaction	
Frequency of parent surveys and date of last survey conducted	Monthly each year (May 2020)
Percent of families completing a survey (considering 1 survey per family)	87% (Consulting group survey sent to parents pre-COVID-19 and post COVID-19)
Percent of parents who expressed satisfaction with the overall school environment	82% (Consulting group survey sent to parents pre-COVID-19 and post COVID-19)
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> ● Facilities/Convenience ● Extended Day Care ● Core Virtues ● Hours of Operation ● Extracurricular Activities
List the main school challenges identified in the survey	<ul style="list-style-type: none"> ● Academic Intervention ● Behavior Intervention ● Electronic Communication ● School lunch
Parent Involvement at the School	
Number of parents currently serving on the Board of Trustees out of total Board Membership	1/7 (14%)
Major activities/events offered to parents during 2019-20 school year	<ul style="list-style-type: none"> ● Back to School Night ● Special Education Night ● Community Fun Day ● Parenting During the Pandemic Workshop ● Parent one on ones ● Scholastic Book Fair ● Turkey Drive ● Harvest Day ● Coat Drive ● Remembering Aiden Brown (Ongoing) ● Community Partnership Fair ● PreK Tea Times (monthly) ● Hispanic Heritage Day ● Harvest Parade ● NJPAC Performance ● Holiday Music Show ● Black History Month Celebration

	<ul style="list-style-type: none"> ● Virtual Pep Rallies ● A Day of Reflection ● Grade 8 Graduation (Virtual) ● Moving Up (PK and K) ● Moving Up 6th Grade (Virtual) ● Graduation Gifts (6th Grade) ● Virtual Science Fair ● Multicultural Night ● Kindergarten Orientation ● Virtual Tutoring ● Virtual Field Trips ● Book Tastings ● PK Tea Time ● Family Movie Night ● Charter Advocacy Day ● Vocabulary Parade ● Character and Discipline Assemblies ● Parent University ● Town Hall Meetings with Parents ● PTO Meetings ● Virtual Science Fair ● Winter Wonderland ● Visits from Congressman ● Courthouse Visits ● Gardening with Grandparents ● PBIS Assemblies ● Day of Respect ● Kindness Month
Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc.	Scholastic Book Fairs, Parent Engagement Meetings, Board Family and Community Engagement Meetings, Scholarship Fundraiser, Rutgers' Nutritional Education Program, Trauma Support and Counseling, Partnered with Roots to Bridges for parental engagement support, community advocacy support groups, Coats for Kids, Turkey Drive, Water Bottles Fundraising, Candy Grams, Valentine Fundraiser, Board Don Katydid and Bags Fundraiser

Community Involvement

Partnering organization	Description of the partnership	Level of involvement:
EDUCATIONAL INSTITUTIONS		
The College of New Jersey (1st) Princeton University (2nd) Rutgers University (3rd & 4th) Bloomsburg University (7th) Johns Hopkins University (8th)	Students visited a university for a day, usually the alma mater of one of the teachers in the grade.	Students in grades listed.

<p>Bloomfield College Caldwell University</p> <p>NJIT Montclair State University Rutgers University Pillar College, Seton Hall University, Essex County College, Berkeley College</p> <p>William Paterson University Kean University</p>	<p>UHCS worked with multiple universities to recruit new teachers. This year they will provide professional development and student teachers.</p>	<p>Administration</p>
COMMUNITY INSTITUTIONS:		
Curriculum Associates	Network of schools in NJ and across the country that share common interim assessments and professional development.	Teachers (20) and students (825)
Bethany Baptist Church	Supported the founding of the school and now provides assistance with community engagement.	All students
Bethany Cares Judge Fullilove My Brother's Keeper	Provided mentors and tutors	100 students for 2 hours per week
Education Pioneers	Trains leaders and managers from a variety of professional and educational backgrounds to transform education.	2 staff members(previous partnership- leaders still in district)
Newark Arts Education Roundtable	Supports arts education experiences for all Newark children, and has connected our students to great art programs.	Served on leadership council (previous year)- teacher painted mural from this group- working with Brother's Keeper in partnership with this group
NJ Symphony Orchestra	Provided students with musical opportunities in Newark	Open to all Newark students on Saturdays
Center for Teacher Effectiveness	Supported principal and teachers previous years with academic support and training(upcoming 2019-2020)	Administration and staff 1-2 hours per week
Schools that Can	Connects high performing independent, district, and charter schools to share best practices and improve urban education.	3 staff members (previous ongoing partner)
Rutgers University RELAY Program	Provides real-world lab experiences to promote STEM learning. Provides Instructional Coaching/certification for teachers	200 hours per year grades 4-8
Children's Literacy Initiative Consortium on Reaching Excellence in Education	Provided professional development and coaching for the upcoming year	15 teachers grades k-3
Young Audiences	Works with schools to provide arts education opportunities for students.	300 students in grades PK-4 (previous year grant)
St. Vincent Academy	Provided high school tutors through their Students in Community Program to work with grades Pre-K to 2nd	Students in grades Pre-K to 2nd grade

Rutgers University-Jumpstart Program	Provided supplemental literacy development to preschool students during after school programming	Pre-K Students
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3. Board Governance

3.1 Board Capacity

Governance	
# of Board Members required as per charter by-laws	15
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as an Appendix B)	March 1, 2020
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as an Appendix C)	May 18, 2020
Provide a list of amendments to the bylaws of the board of trustees adopted during the 19-20 school year.	n/a
Critical Policies adopted by the Board during 19-20 academic year (list in bullets)	<ul style="list-style-type: none"> • Air Quality Testing- • Enrollment continued in Newark Enrolls System • NJSBA Policy Updates done on a quarterly basis

3.2 Board Compliance

Board of Trustees						
Member's Name	Effective Start Date (when individual started on the board)	Current Term Expiration Date (if applicable)	Officer Role	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Nicole Butler	6/17/15	6/30/21	President	nkfbutler@uhcs-newark.org	7/8/15	6/13/18
Edward Nadel	11/21/17	11/21/20	Trustee	enadel@uhcs-newark.org	12/7/17	11/17/18
Elizabeth Rainey-Goka	2/17/16	2/28/21	Trustee	ergoka@uhcs-newark.org	4/20/16	10/17/1
Kimaada Sills	4/20/16	3/30/21	Trustee	ksills@uhcs-newark.org	6/8/16	7/30/19
Anuja Vejalla	12/17/14	12/31/20	Trustee	anuja.vejalla@aya.yale.edu	4/1/15	12/11/16
Marinne Walker	4/20/16	3/30/21	Trustee	mwalker@uhcs-newark.org	5/25/16	6/18/18
Miyoshi Lee	11/18/15	11/30/21	Vice President	mlee@uhcs-newark.org	2/24/16	7/13/18

4. Access and Equity

4.1 School Suspensions/Expulsions

Due to the COVID-19 pandemic, no expulsions or suspensions were reported after March 18, 2020.

School Suspensions / Expulsions 2019- 2020			
	Total Unique Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
PK	47	0	0
K	70	0	0
Grade 1	83	0	0
Grade 2	90	0	0
Grade 3	116	0	0
Grade 4	112	9	0
Grade 5	68	3	0
Grade 6	65	10	0
Grade 7	66	23	0
Grade 8	75	20	0
Total	861	73	0

4.2 Student Mobility/Retention Rates

Student Mobility/Retention Rates 2019-2020			
Grade Level	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year	Total # of students not promoted (retained) in the same grade for SY 2019-2020
PK	8	14	0
K	12	12	0
Grade 1	10	9	0
Grade 2	10	16	0
Grade 3	6	10	0
Grade 4	13	7	0

Grade 5	8	4	0
Grade 6	10	9	0
Grade 7	12	6	0
Grade 8	7	10	0
Total	96	105	0

4.3 Application/Admissions/Lottery/Enrollment

Application/Admissions/Lottery/Enrollment	
Provide the URL to the school's application. If the application is not available online, then, as Appendix D , provide a copy of the school's current application in as many languages as available	www.newarkenrolls.org/apply
List all of the ways the application is disseminated.	<p>Online applications were available at www.newarkenrolls.org, via our charter school's website, and via the Newark Public Schools website.</p> <p>Paper applications were available at all charter and district schools, Newark's Family Support Center, Newark Public Schools Central Office.</p> <p>Robocalls and email newsletters were sent to all families in the district to inform them that the application was available and in what ways the application was available.</p>
List all languages in which the application is available	<p>The application is available in the three languages that are predominantly spoken by families in Newark:</p> <ul style="list-style-type: none"> • English • Spanish • Portuguese
Provide the date on which the initial application for prospective students for the school year 2019-2020 <u>were made available</u> .	The application was available in accordance with Newark release dates online and via paper. Please see NPS website.
What was the deadline for prospective students for the school year 2019-2020 to return the initial application to the school? Please provide the exact date.	The deadline for application submission was in accordance with Newark Public Schools guidelines.
List all of the ways in which initial applications are accepted.	The application was accepted online through an online application platform and via paper at the school level which were then submitted by school staff online on behalf of the family.

Provide the date and location of the lottery held in the 2019-2020 school year for prospective students for the 2020-2021 school year. If the school did not have a lottery, provide a brief explanation why.	University Heights Charter School participates in Newark’s universal enrollment system in which matching of students to schools occurs through the use of a computerized algorithm that effectively operates a universal lottery for all applicants. The algorithm software was run by individual grade levels as determined by Newark Public Schools.
List the public avenues that the school utilized to advertise that initial applications are available to enter the school’s lottery (e.g. local newspapers, school website).	<ul style="list-style-type: none"> • www.newarkenrolls.org • Charter School websites • Television advertisements • Facebook Advertisements • Newark Public Schools website • Robocall to all families in city-wide enrollment management system

5. Compliance

5.1 Educator Evaluation System

The University Heights Charter School has always participated in accordance with NJDOE in a rigorous evaluation system. This year special accommodations and guidelines were provided by the state department that reflect the COVID-19 pandemic. University Heights Charter School conducted evaluations in accordance with the UHCS evaluation system pre-COVID-19 pandemic and conducted the 2nd set of evaluations during COVID-19 using the NJDO guidelines list below. The high-quality, rigorous educator evaluation system of University Heights Charter School, in accordance with

NJDOE guidance, is described in two board-approved policies:

- [Policy 4116: Evaluation of Tenured and Non-Tenured Teaching Staff](#) (approved 6/19/2013)
- [Policy 2149: Evaluation of the Principal](#) (approved 6/19/2013)

COVID Guidelines

SPECIALIZED COVID-19 Evaluations

Educator Evaluation During Extended School Closure as a Result of COVID-19

The following guidance provides a description of the New Jersey Department of Education’s (NJDOE) flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs) and Other Certificated Staff for School Year (SY) 2019-20, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP). Districts have until the end of the 2019-20 school year to complete evaluations of educators that receive a summative rating for the year.

This emergency guidance is only relevant for SY 2019-20. The guiding principle is that the 2019-20 evaluation cycle was significantly disrupted, and the resulting lack of evidence for any required component should not negatively impact the overall integrity of an educator’s score.

Flexibility for All Tenured Educators in Good Standing

All tenured teachers, principals, APs, VPs and other certificated staff in good standing (defined as those whose previous year's rating was Highly Effective or Effective) will be marked Not Evaluated (NE) for their summative rating, for local and state reporting purposes.

Flexibility to Complete Evaluations for Educators Who Must Receive a Summative Rating

Guidance for Completing Observations for Provisional Status Teachers and Non tenured Educators

Educators with a Provisional Certification

- a. Educators working under a provisional certification must receive a summative rating.
- b. The summative rating must be kept locally and entered into the Provisional Licensure Registration Management System (PLRMS) available in the NJDOE Homeroom.
- c. Educators with a provisional certification will earn a summative rating based on those observations completed by the date of each school district's March 2020 closure and scored using the appropriate educator practice instrument. Pursuant to Executive Order (EO) 117, issued on April 7, 2020, no measures of student achievement will be included in the summative rating.
- d. There must be a minimum of two observations
- e. Educators with a provisional certification must receive a summary conference. This conference should be conducted remotely via a video conference if possible.

Nontenured Teachers, Principals, APs, VPs and Other Certificated Staff

- a. Nontenured educators must receive a summative rating and that rating must be recorded locally.
- b. Nontenured educators will earn a summative rating based only on observations completed by the date of each school district's March 2020 closure and scored using the appropriate educator practice instrument. Pursuant to Executive Order 117, issued on April 7, 2020, no measures of student achievement will be included in the summative rating.
- c. There must be a minimum of two observations
- d. Nontenured educators must receive a summary conference. This should be conducted remotely via a video conference if possible.

Teachers, Principals, APs, VPs and Other Certificated Staff currently on a Corrective Action Plan (CAP)

- a. Chief School Administrators have the discretion to produce a summative rating for an educator currently on a CAP who had been progressing towards an Effective or Highly Effective rating (as shown by observation scores issued up to this point in the year) and who will be moved back into good standing by the issuance of a summative rating. Please apply the guidance provided for nontenured teachers to develop a summative rating for educators described here.
- b. All other educators on a CAP will receive a Not Evaluated (NE) rating for the 2019-2020 school year.
- c. Coaching should continue for the remainder of the 2019-2020 school year.
- d. The current CAP will be in place for the start of the 2020-2021 school year.
- e. At the start of SY 2020-2021, the educator and supervisor should collaboratively review the CAP and amend it to reflect the educator's assignment and context.

Pre-COVID19 Guidelines

The full policies are documented below:

POLICY 4116 –EVALUATION OF TENURED AND NON-TENURED TEACHING STAFF

The Board of Trustees believes that effective evaluation of teaching staff is essential if the Teacher and Head of School/ Principal or administrative designee are to achieve the educational goals stated in the

school's charter. The purpose of Teacher evaluation shall be to promote professional excellence, improve the skills of teaching staff, improve pupil learning, intellectual and social-emotional growth, and provide a basis for the review of staff performance. Furthermore, the Board shall continue to promote subsequent staff development essential for nurturing teaching excellence and the educational values of the school as designated in the charter.

The Board of Trustees encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is of major importance. Therefore, the Executive Director shall develop evaluation instruments flexible enough to identify the current educational strengths and areas in need of improvement of each teacher, as well as identify the teaching techniques, objectives, strategies, and pupil assessments needed to achieve mastery of the Common Core Standards and the additional educational goals in accordance with the school's educational program.

Evaluation Criteria

Evaluation criteria shall include both performance elements that are readily observable in the classroom setting, as well as performance elements that are observable outside the classroom—such as collaboration with peers, participation in school committees, presence at membership meetings, and participation in school-wide initiatives.

Evaluation criteria must include, but need not be limited to the following:

1. Implementation of project-based learning and cross curricular learning
2. Assessment of student progress toward the achievement of the NJDOE Core Curriculum Content Standards,
3. Productivity in curriculum development,
4. Effectiveness in daily planning and organization (has documented all lesson plans in approved format),
5. Professional conduct and growth,
6. Interpersonal skills,
7. Participation in professional development and successful completion of goals established in them Professional Improvement Plan,
8. Staff, parent/Board/community involvement,
9. Parent communications and relationships,
10. Student outcomes.

This criterion shall be taken into consideration in planning professional development and continuing education and shall be incorporated into each teachers' professional improvement plan (PIP). The evaluation procedure shall provide continuous, constructive, cooperative interaction and feedback among the teaching staff member, a selected peer, and the Principal, thus ensuring a valid basis for performance review.

Teaching Staff Observations

Observations will be conducted using rubrics based on the Danielson Framework for Teaching, as documented in the book, *Enhancing Professional Practice: A Framework for Teaching* by Charlotte

Danielson (2007), an evaluation system approved by the New Jersey Department of Education.

Formal Observations

Teaching staff members shall be formally observed and evaluated at least twice each year by the Head of School/Principal of Record or Designee. Additionally, the Head of School and other school leaders will perform, at a minimum, 2 cultural walk-throughs, the results of which will be based on a Cultural Rubric (the "CR"). This CR evaluates instruction and the culture within and outside the classroom (bulletin boards, transitions, etc.).

Informal Observations

In addition to the required formal observations and evaluations, the Head of School/Principal of Record or his/her designee may make as many informal observations as they deem appropriate. The Principal will develop and utilize a brief written form to record such observations and provide feedback to the teaching staff member.

Provisional Teacher Evaluations

First year teachers, under the requirements of the Provisional Teacher Program, will be observed and evaluated formally three times per year, after 10 weeks, 20 weeks, and 30 weeks of teaching.

Written Evaluation Reports

After each formal observation, the Principal will prepare a written evaluation using a standardized form that incorporates all the evaluation criteria and responds to all of the pertinent criteria, allowing for the possibility that some of the criteria may not be assessed for a given performance evaluation. At minimum, the report will describe the adequacy of the teacher's planning and organization of the lesson, classroom management, time management, student communications, classroom environment, the use of resources, and the overall effectiveness of the lesson.

All written reports—both formative and summative—shall include an indicator that provides an effectiveness/renewal status that explicitly indicates whether the teacher is highly effective ("4"), effective ("3"), partially effective ("2"), or not effective ("1") with respect to each category.

In addition to those observations and evaluations described above, an annual summative evaluation of the teaching staff member's total performance as an employee of the Charter School will be submitted to the teaching staff members and the Board of Trustees prior to the May board meeting at which the Head of School/Principal of Record will make recommendations for staff rehiring. The summative evaluation will rate the teaching staff member's performance for each of the evaluation criteria and provide a brief summative narrative.

All procedures for the evaluation of teaching staff members shall be in compliance with law and ensuing regulations.

Additional Evaluation Requirements for Teaching Staff Members in Their Fifth (Tenure) Year

The Board of Trustees recognizes the profound significance of its statutory responsibility to grant tenure to teaching staff members who have been rehired for a sixth year. Tenured teachers represent the core educational staff of the Charter School and must be well qualified, having consistently

demonstrated excellence both as instructors and community participants over their first five years at the school.

The Head of School/Principal of Record shall implement procedures that ensure that all teaching staff members entering their fifth year are provided with a “Plan for Achieving Tenure” by October 15 of their fifth year of employment. The Plan will provide specific goals and measures that must be met over the course of the year in order for the teaching staff member to be rehired and, consequently, receive tenure. The Plan will also provide a status summary that will indicate explicitly whether the staff member is a) currently meeting all requirements for tenure, b) meeting most of the requirements, c) is considerably short of meeting the requirements, or d) is at substantial risk of non-renewal. The goal of the Plan is to take every reasonable step to help the teaching staff member achieve renewal at the end of the year, and, thus, receive tenure at the outset of the sixth year as specified by law.

Satisfactory completion of a “Plan for Achieving Tenure” is not a guarantee of rehire—at all times, the Head of School/ Principal of Record can exercise his/her discretion in recommending tenure candidates for rehire in accordance with law and ensuing regulations.

Professional Development Requirements

All evaluation procedures shall include review of each teacher’s progress toward achievement of the state- required goal of 100 clock hours of professional development every five years. The purpose of this goal is to assist teaching staff in obtaining and maintaining the knowledge and skills essential to pupil achievement of the Common Core Standards as well as practicing the teaching strategies and philosophies stated in the Charter. In any instance where an individual teacher fails to make annual progress toward meeting the 100-hour requirement, or where a professional fail to satisfy the requirement fully within the five-year period, the Head of School/Principal of Record shall take appropriate remedial action, applying accepted procedures of supervision as well as using existing laws and rules to the fullest extent

At the end of the first five-year cycle, the Executive Director shall annually report all instances of noncompliance with the 100-hour rule, as well as the actions taken to address them to the State Department of Education. The Board shall cooperate with the County Professional Development Board and County Superintendent in evaluating its program and progress toward goals.

Teaching staff members are encouraged to seek out professional development opportunities on their own in accordance with their professional improvement plans and the mission and goals of the school. The school will support teaching staff member participation to the extent feasible within its budget and resources. Attendance at workshops or classes that require missing a regular workday, or that require payment by the school, must be approved in advance by the Principal.

The Head of School/Principal of Record may direct teaching staff members to participate in specific workshops or classes, as well as direct them to visit particular schools for observation. Any such directed participation or observations will take place during regular schoolwork hours.

Supervision

The Board of Trustees acknowledges that the purpose of supervision is to improve teacher performance at the charter school so that all pupils have an opportunity to achieve the goals specified in the school's mission statement and charter, as well as meet the Common Core Standards.

Specifically, the Charter School will provide supervision to improve teacher performance in the following areas:

- lesson planning;
- classroom management;
- teaching techniques (i.e., Marzano Reflective Practitioners, Marzano 13 High Yield Strategies, Larry Bell, Professional Learning Communities);
- teaching across the curriculum
- guided reading/literature circles
- Conceptual learning/Critical Thinking
- data analysis; and
- differentiating instruction to meet individual pupil needs.

Notification and Review

The Head of School or designee shall provide each teaching staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by October 1, and shall distribute any amendments to those documents within ten working days of their becoming effective. Evaluation shall be completed before April 30 in compliance with law.

The Head of School or designee shall, in the implementation of this policy develop procedures in consultation with teaching staff members. All such procedures must conform to law.

This policy and related procedures shall be reviewed at least yearly and revised as needed before re-adoption by the Board.

POLICY 2149: EVALUATION OF THE HEAD OF SCHOOL/ PRINCIPAL/GRADE LEVEL ADMINISTRATOR

The Board of Trustees believes that effective evaluation of the Head of School/ Principal of Record is essential if University Heights Charter School is to achieve the educational goals stated in the school's charter. The purpose of the Principal evaluation shall be to promote professional excellence, improve the skills of staff, improve pupil learning, intellectual and social-emotional growth, and provide a basis for the review of leadership performance.

The Board of Trustees encourages a positive working environment in which the professional growth is of major importance. Therefore, the Head of School or designee shall develop evaluation instruments flexible enough to identify the current leadership strengths and areas in need of improvement of the Principal.

Evaluation Criteria

Evaluation criteria shall include both performance elements that are readily observable by the results of the scholars and teachers in the classroom, as well as performance elements that are observable outside the classroom—such as collaboration with the leadership team, school culture, participation in school committees, presence at membership meetings, and participation in school-wide initiatives.

Evaluation criteria must include, but need not be limited to the following:

1. Assessment of student progress toward the achievement of the Core Curriculum Content Standards,
2. Productivity in curriculum development,
3. Effectiveness in daily planning and organization,
4. Professional conduct and growth,
5. Interpersonal skills,
6. Leading effective professional development,
7. Leading effectively based on responses from internal and external surveys,
8. Staff, parent/Board/community involvement,
9. Parent communications and relationships,
10. Student outcomes

The evaluation procedure shall provide continuous, constructive, cooperative interaction and feedback from the Head of School or designee thus ensuring a valid basis for performance review.

Evaluations

Formal Evaluations

The Head of School/ Principal I shall be evaluated at least twice annually by the board. The governing body shall use the Head of School/Principal Evaluation rubric. The rubric shall be given to the Head of School/Principal of Record during the summer and explained by the Head of board in order to ensure that expectations are clear.

The Grade Level Administrator shall be evaluated at least twice annually by the Head of School/Principal of Record. The Head of School/Principal of record shall use the Principal Evaluation rubric. The rubric shall be given to the Grade Level Administrator during the summer and explained by the Head of School/Principal of Record in order to ensure that expectations are clear.

Informal Evaluations

In addition to the required formal evaluation, the board may evaluate the Head of School/Principal of Record's performance informally throughout the year. Among other things, the board may conduct observations of the Head of School/Principal of Record during school gathering (i.e., community circle), faculty meetings, and Instructional Leader meetings. The board shall offer feedback within 24 hours. Additionally, the board may provide an informal evaluation of the Head of School/ Principal of Record, using a 2x2 format. The board will provide 2 areas of strength and 2 areas of growth. The Head of School/Principal of Record will be given an opportunity to share feedback to the board.

The Head of School/Principal of Record may evaluate the Grade Level Administrator's performance informally throughout the year. Among other things, the Head of School/Principal of Record may

conduct observations of the Grade Level Administrator during school gathering (i.e., community circle), faculty meetings, and Instructional Leader meetings. The board shall offer feedback within 24 hours. Additionally, the board may provide an informal evaluation of the Grade Level Administrator, using a 2x2 format. The board will provide 2 areas of strength and 2 areas of growth. The Grade Level Administrator will be given an opportunity to share feedback to the Head of School/Principal of Record.

*****Note**

*Due to current restructure of the organization, this section will be updated and resubmitted.

* The head of school also refers to the principal of record.

Written Evaluation Reports

The board will prepare a written evaluation using a rubric that measures the Head of School/ Principal of Record's effectiveness in the following: (i) promoting a data driven culture; (ii) leading planning meetings across all grades; (iii) leading feedback meetings with teachers; (iv) leading faculty and other staff meetings; (v) leading whole-scale gatherings and events; (vi) ensuring a consistent and tight school culture that is aligned to the school's mission; (vii) demonstrating a strong leadership presence throughout the school; and (viii) time and task management.

The Evaluation shall use the following scale: advanced ("4"), proficient ("3"), working towards ("2"), or needs improvement ("1") with respect to each category.

All procedures for the evaluation of Principals shall be in compliance with law and ensuing regulations.