



2015-16 Renewal Report

Thurgood Marshall Academy Public Charter School

January 27, 2016

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

After reviewing the renewal application¹ submitted by Thurgood Marshall Academy Public Charter School (“TMA PCS”), as well as the school’s record established by the DC Public Charter School Board (“DC PCSB”), DC PCSB staff concludes that TMA PCS meets the standard for charter renewal set out in the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (the “SRA”).

TMA PCS has neither materially violated applicable law nor its charter, and is in compliance with the SRA’s requirements regarding procurement contracts. The school’s fiscal health is strong, with its net assets increasing each year, and no material findings or concerns have been identified in the school’s financial audits.

TMA PCS fully met its nine charter goals and academic achievement expectations (“goals”) that have been historically measured. The school performed particularly well on its goal related to reading and math proficiency and growth, consistently scoring among DC’s top high schools on these academic measures. Student subgroups – including black and economically disadvantaged students – score 20-30 percentage points above the state average in reading and math proficiency, and have reading and math growth rates among the highest in the District of Columbia.

The school also had strong performance on its goal related to students acquiring college-going skills – TMA PCS students score above the charter sector in outcomes related to college entrance exams. TMA PCS has strong outcomes with students scoring 3 or higher on the Advanced Placement (“AP”) exam, and earning college credit by showing mastery of content in college-level courses through a program called Dual Enrollment, in which students simultaneously enroll in college and high school. Each of the past five years, 100% of TMA PCS graduates have been accepted to at least one college, with the most recent data showing 93.5% of the school’s 2013-14 graduating class enrolling in college within one year of graduating high school.

TMA PCS has not amended its goals since its charter was initially approved 15 years ago. Instead, through 2011 DC PCSB and TMA PCS tracked the school’s performance using Accountability Plans. Given this, the school’s charter contains numerous goals that were not historically tracked by TMA PCS or measured by DC PCSB. On January 27, 2016 the DC PCSB Board voted 6 – 0 to renew the school’s charter for a second fifteen-year term with the condition that the school update its goals according to DC PCSB Guidelines currently in place.

CHARTER RENEWAL STANDARD

The standard for charter renewal is established in the SRA: DC PCSB shall approve a school’s renewal application, except that DC PCSB shall not approve the application if it determines one or both of the following:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.²

¹ See TMA PCS renewal application, attached to this report as Appendix A.

² D.C. Code §38-1802.12(c).

Separate and apart from the renewal process, DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP"); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.³

Given the SRA's standard for charter renewal, as well as DC PCSB's obligation to revoke a school's charter if it has engaged in the above types of fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school's academic performance and legal compliance, respectively, and serve as the basis for DC PCSB staff's renewal recommendation. Section Three is an analysis of the school's fiscal performance – included so that in the case that a school is found to have met the standard for charter renewal but has also engaged in fiscal mismanagement, DC PCSB staff can advise the DC PCSB Board accordingly.

SCHOOL OVERVIEW

School Overview

TMA PCS began operation in 2001 under authorization from DC PCSB to serve students in ninth through twelfth grade. Most of its students are African American, and over 70% of students are classified as economically disadvantaged. TMA PCS was founded out of the Street Law Clinic at Georgetown Law, a program through which Georgetown Law students teach learner-centered courses in practical law throughout DC high schools and community centers.

TMA PCS's mission is "to prepare students to succeed in college and to actively engage in our democratic society."⁴ In support of this mission, TMA PCS implements a college-preparatory curriculum, offers 24 Honors and Advanced Placement classes, and requires twelfth grade students to take a Senior Seminar which guides them through the college application process.

TMA PCS is a law-themed school, with a goal of "help[ing] students develop their own voice by teaching them the skills lawyers have – the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities."⁵ To achieve this goal, the school integrates five core legal skills into its curriculum – research, argumentation, critical thinking, advocacy, and negotiation.⁶ Students also participate in legally themed extracurricular courses, shadow legal professionals, and are regularly tutored and mentored by legal professionals.

Information about the school's accountability outcomes is also included in the table below; the school's score on the PMF incorporates many indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment. TMA PCS has shown very strong academic results, maintaining Tier One status on PCSB's Performance Management Framework ("PMF") over the past four years.

³ D.C. Code §38-1802.13(b).

⁴ See 2014-15 Annual Report, p. 3, attached to this report as Appendix B.

⁵ See Appendix B, p. 2.

⁶ See Appendix B, p. 2.

Grade Levels	Ward	Year Opened	2015-16 Student Enrollment	2010-11 PMF	2011-12 PMF	2012-13 PMF	2013-14 PMF
9 – 12	8	2001	387	80.2% Tier 1	79.9% Tier 1	77.4% Tier 1	79.6% Tier 1

Charter Amendment

In June 2014 the DC PCSB Board conditionally approved an amendment for TMA PCS to replicate its program and open a second high school campus.⁷ The DC PCSB Board set two conditions for full approval – that the school (1) update its goals and academic expectations according to DC PCSB guidelines; and (2) locate a facility in which to operate the second campus. The school is still considering replication, but has not fulfilled these conditions to date.

Previous Charter Reviews

In March 2006, per DC PCSB policy in place at the time, DC PCSB conducted a preliminary charter review of TMA PCS and then conducted a charter review the following year. If a school did not meet all relevant standards in its preliminary review, it would have a year to make improvements before its charter review the following academic year. In TMA PCS’s preliminary review, DC PCSB found that the school met one of four academic standards, all four non-academic standards, and “demonstrated exemplary or fully functioning performance in the organizational performance standards related to compliance and fiscal management.”⁸ TMA PCS did not meet targets related to the state assessment in place at that time. Based on this review, the DC PCSB Board voted to place TMA PCS on its Charter Warning List, and to require the school to enter into a Memorandum of Understanding regarding how it would improve its academic performance.⁹

In January 2007, the DC PCSB Board conducted TMA PCS’s charter review, finding the school met the non-academic and organizational performance standards but had “met one of three academic standards and thus did not meet the standard for academic performance.”¹⁰ The DC PCSB Board voted to continue the school’s charter, and to require the school to develop and implement a strategic plan to support its new academic initiatives.¹¹

In December 2011, DC PCSB conducted a ten-year charter review of TMA PCS. In this review, it was noted “TMA [PCS] distinguishes itself with an outstanding track record of college acceptances for [its] students,” with 100% of all seven graduating classes having been accepted to college.¹² DC PCSB staff referenced the school’s strong academic performance, including its high reading and math growth, and tenth grade reading and math proficiency rates of 66.7% and 74.7%, respectively. It was also noted that “[t]he school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter, including violations relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has

⁷ See June 16, 2014 board memorandum, attached to this report as Appendix C.

⁸ See April 7, 2006 letter from Mr. Thomas Nida, PCSB Board Chair, to Mr. Kevin Downey, TMA PCS Board Chair, attached to this report as Appendix D.

⁹ See PCSB Board Memorandum, prepared by Carolyn Trice, dated July 17, 2006, attached to this report as Appendix E.

¹⁰ See 2007 Charter Review Analysis, attached to this report as Appendix F.

¹¹ See March 12, 2007 letter from Mr. Thomas A. Nida, DC PCSB Board Chair, to Mr. Kevin Downey, TMA PCS Board Chair, attached to this report as Appendix G.

¹² See December 19, 2011 board memorandum, TMA PCS Candidacy for Charter Continuance”, attached to this report as Appendix H.

engaged in generally accepted accounting principles, and is economically viable.”¹³ Based on this review, the DC PCSB board voted to grant full charter continuance to the school on December 19, 2011.¹⁴

¹³ See Appendix H.

¹⁴ See Appendix H.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years, and at renewal, non-renew if DC PCSB finds that the school has not met its goal and academic achievement expectations. Accordingly, goals and academic expectations are only considered as part of the renewal analysis if they were included in a school's charter, charter amendment, or accountability plans approved by the DC PCSB Board (collectively, the "Charter").

The table below summarizes PCSB's determinations (based on the school's performance from 2011-12 through 2014-15) as to whether TMA DC PCS met its goals and academic expectations. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations	Met?
1	Students will reach standard grade level skill ability, and many students will achieve above-average capability in all academic subjects throughout the high school years.	Yes
2	<div>a TMA students will acquire comprehensive college-preparatory knowledge and skills that will equip them for success in post-secondary education and beyond.</div> <div>b TMA students will be exposed to rigorous academic coursework preparing them for success in post-secondary education through advanced college preparatory courses</div>	Yes
3	Over 75% of the students entering the Academy will graduate in five years or less.	Yes
4	Over half of all students will enroll in a post-secondary institution after graduation, including at a two- or four- year college, trade school, technical college, or conservatory.	Yes
5	Students will build strong character and moral values and will learn to treat fellow students, faculty, and family with respect.	Yes
6	<div>a TMA will achieve on-going viability in terms of fundraising, cash flow, number of students, and attraction of high-quality faculty.</div> <div>b The Academy will attract committed faculty members and volunteers from a variety of backgrounds to foster the educational mission of the school, including locally and nationally renowned educators, advocates, and professionals.</div>	Yes
7	The Academy will develop a unique four-year law-related education curriculum with high academic standards to serve as a national model.	Yes
8	Parents and community members will be involved in the long-term success of both the school and the students and will participate in informational forums, monthly community meetings, and on the Academy's Board.	Yes
9	High rate of student attendance ¹⁵	Yes

¹⁵ This goal was sourced from the school's 2006-11 Accountability Plan, attached to this report as Appendix I.

10	Over 50 percent of all students testing below basic on the Stanford 9 Aptitude Test administered in eighth grade will be at or above basic by the end of tenth grade.	Not Historically Measured
11	Graduating students will have achieved proficiency or mastery in all subject areas, proven by meeting the America's Choice national performance standards, as determined by the America's Choice developed reference exams.	
12	Students will have an appreciation for the value of education, including the motivation and desire to better oneself through learning.	
13	All students will spend at least one month each year in an internship or externship with a public interest or private organization.	
14	Students will demonstrate active participation in their community by voting, volunteering, and serving as mentors or tutors to elementary students.	
15	Students will develop non-academic task-related capabilities, including problem-solving skills, interpersonal skills, and collaboration skills through their work in internships, externships, and community service.	
16	Students will learn to take responsibility for themselves and their actions.	
17	The Academy will create an educational environment that fosters student success and inspires the faculty.	
18	The Academy will have a positive impact on the lives of its students, their families, and the community.	

1. **Goal:** Students will reach standard grade level skill ability, and many students will achieve above-average capability in all academic subjects throughout the high school years.

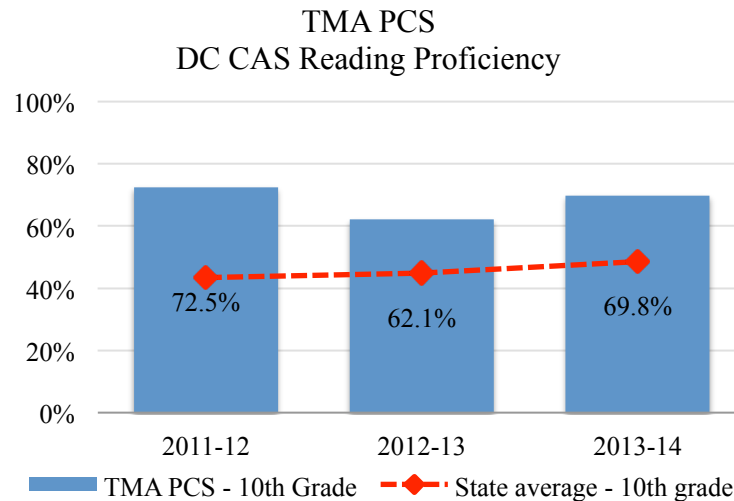
Assessment: TMA PCS met this goal. Its reading and math growth rates have been above the fiftieth percentile from 2011-12 through 2013-14, and its reading and math proficiency rates were consistently above the state average during that time. TMA PCS student subgroups – including black and economically disadvantaged students – score well above the state subgroup average in reading and math proficiency, and have among the highest reading and math growth rates in the District of Columbia.

In April 2015, DC PCSB conducted an on-site Qualitative Site Review (“QSR”) of TMA PCS, and found evidence that the school has a culture that allows students to achieve academically. QSR reviewers rated 75% of the observations as distinguished or proficient in Establishing a Culture for Learning. “Teachers in these observations explained the significance of the lesson and involved all students. In several instances teachers praised students’ persistence and effort. Students got excited about the material. One student said, ‘That is so amazing!’ after a classmate solved a math problem.”¹⁶

DC CAS Reading Proficiency

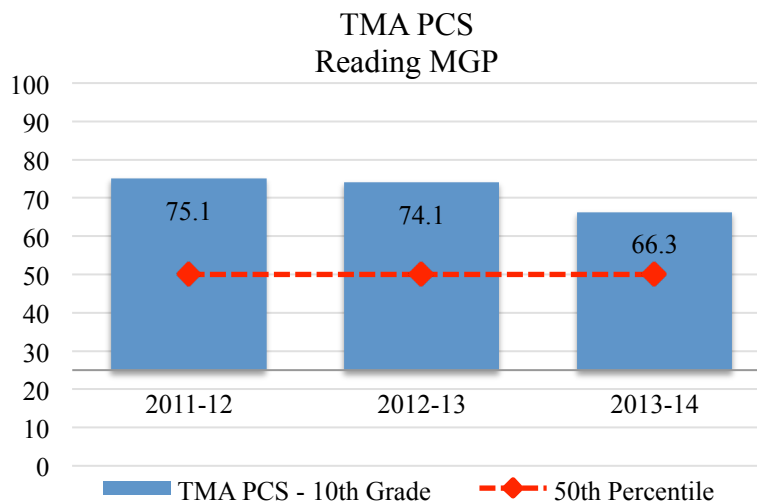
The reading proficiency rate at TMA PCS has been above the state average over the past three years. In 2014-15, the state switched to the Partnership for the Assessment of Readiness for College and Career (“PARCC”) assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes will not be included in charter review analyses, per a “Hold Harmless” amendment approved by the DC PCSB Board in 2014.

¹⁶ See TMA PCS QSR, attached to this report as Appendix J.



Reading Growth

The graph below represents TMA DC PCS’s reading MGP, the median of its individual students’ growth percentiles. An MGP of 50 indicates that a school’s students have “average” growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. TMA PCS’s reading MGP was above the fiftieth percentile from 2011-12 through 2013-14.



Reading Subgroup Outcomes

Students subgroups at TMA PCS had reading proficiency rates that were higher than those of the state. All subgroups also had reading MGPs above the fiftieth percentile, and are among the highest among District of Columbia high schools. The rates are compared to the tenth-grade state level results.

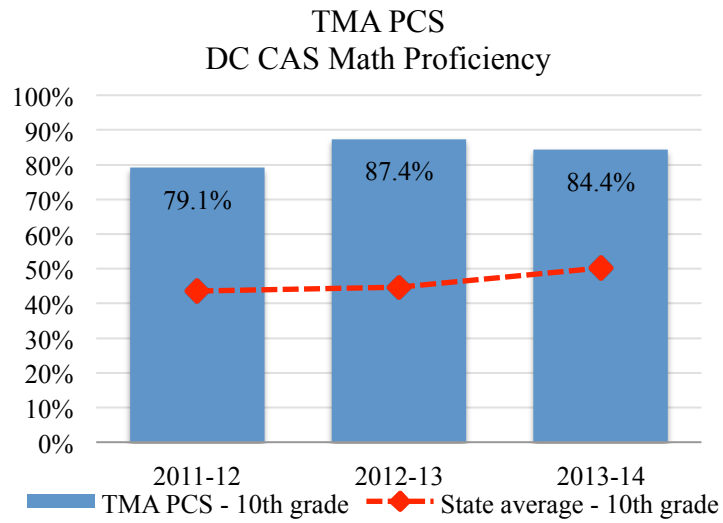
TMA PCS – Grade 10 Subgroup Reading Proficiency						
	2011-12		2012-13		2013-14	
	TMA PCS	State (Gr. 10)	TMA PCS	State (Gr. 10)	TMA PCS	State (Gr. 10)
Black Non-Hispanic	72.5%	40.7%	62.7%	40.7%	69.8%	45.9%
Students with Disabilities	<10	14.2%	<10	13.9%	18.2%	15.2%
Economically Disadvantaged	75.0%	38.8%	61.0%	37.6%	71.4%	41.6%
Male	85.7%	38.1%	59.5%	38.9%	56.4%	41.7%
Female	64.3%	48.3%	63.6%	50.6%	78.9%	56.4%

TMA PCS – Grade 10 Subgroup Reading MGP (State average for all students is 50)		
	2012-13	2013-14
Black Non-Hispanic	74.1	67.0
Students with Disabilities ¹⁷	81.0	67.7
Economically Disadvantaged	73.3	68.0
Male	66.5	52.4
Female	73.3	70.0

DC CAS Math Proficiency

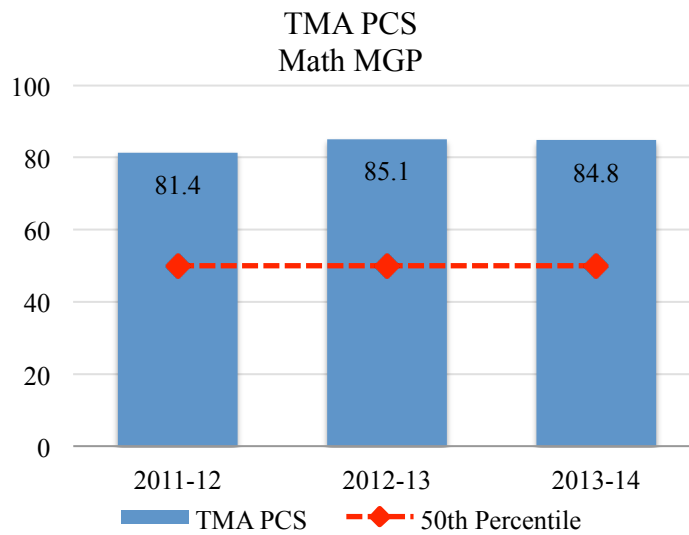
Math proficiency at TMA PCS has been consistently above the state average.

¹⁷ While TMA PCS had fewer than 10 students with disabilities in 2012-13, the MGP is a two year weighted average that used data from students across two years.



DC CAS Math Growth

Reading MGPs at TMA PCS has been above the fiftieth percentile from 2011-12 to 2013-14.



Subgroup Math Outcomes

Student subgroups at TMA PCS have math proficiency rates higher than those of the state. The math MGPs above the fiftieth percentile are also among the highest for District of Columbia high schools. The rates are compared to the tenth-grade state level results.

TMA DC PCS – Grade 10 Subgroup Math Proficiency						
	2011-12		2012-13		2013-14	
	TMA PCS	State (Gr. 10)	TMA PCS	State (Gr. 10)	TMA PCS	State (Gr. 10)
Black Non-Hispanic	79.1%	40.3%	87.3%	40.4%	84.4%	47.3%
Students with Disabilities	<10	14.4%	<10	16.1%	54.5%	18.3%
Economically Disadvantaged	75.0%	38.9%	85.4%	37.5%	84.1%	44.2%
Male	77.1%	42.4%	91.9%	41.8%	82.1%	45.6%
Female	80.4%	44.6%	84.8%	47.5%	86.0%	56.0%

TMA PCS – Grade 10 Subgroup Math MGP (State average for all students is 50)		
	2012-13	2013-14
Black Non-Hispanic	85.1	84.8
Students with Disabilities ¹⁸	91.7	84.3
Economically Disadvantaged	85.8	86.8
Male	84.1	82.9
Female	85.9	85.9

2a. **Goal:** TMA students will acquire comprehensive college-preparatory knowledge and skills that will equip them for success in post-secondary education and beyond.

2b. **Goal:** TMA students will be exposed to rigorous academic coursework preparing them for success in post-secondary education through advanced college preparatory courses.

Assessment: TMA PCS met these goals. As detailed in the graphs below, TMA PCS performs above the DC charter sector average PSAT, SAT, and Advanced Placement/Dual Enrollment outcomes, which are all indicators supporting this goal. The school offers numerous honors and AP classes to expose students to rigorous academic coursework. “The QSR team observed rigorous instruction in the AP classes that included higher-order questioning, and students engaged in discussions with each other.”¹⁹

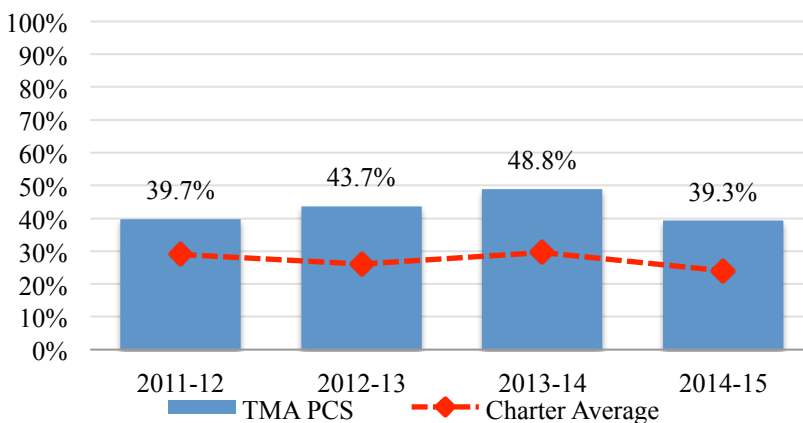
¹⁸ While TMA PCS had fewer than 10 students with disabilities in 2012-13, the MGP is a two year weighted average that used data from students across two years.

¹⁹ See Appendix J.

PSAT Outcomes

The graph below represents the percentage of eleventh grade TMA PCS students scoring a combined score of at least 80 on the PSAT. TMA PCS outperformed the charter sector average in this area over the past four years.

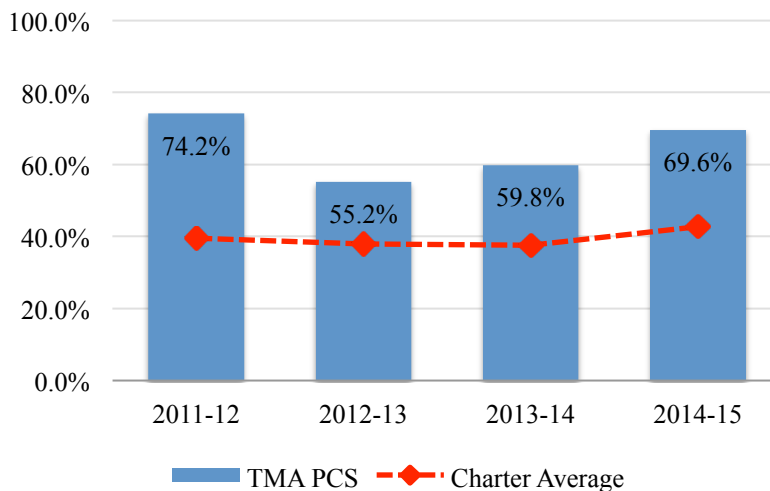
TMA PCS - 11th grade students
scoring 80+ on PSAT



SAT Outcomes

TMA PCS outperformed the charter sector average in SAT outcomes over the past four years. DC PCSB calculates the percentage of twelfth grade students scoring at least 800 on the SAT (math plus critical reading score) or 16 on the ACT. All TMA PCS eleventh grade students take a one-semester SAT preparation course, with students receiving additional after-school support as necessary in this area.²⁰

TMA PCS - SAT/ACT



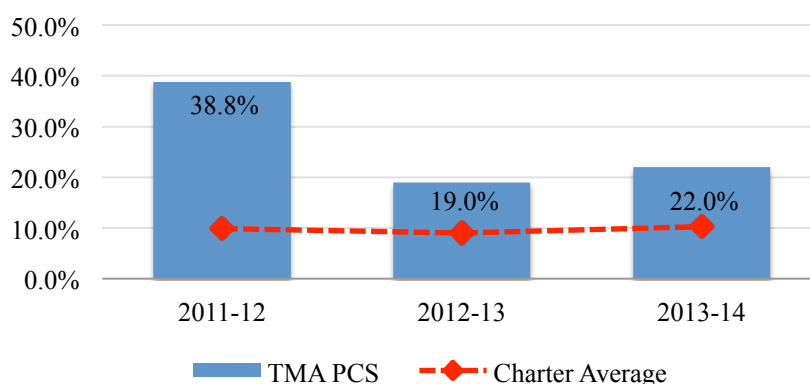
Advanced Placement/Dual Enrollment Outcomes

TMA PCS has exceeded the charter sector in AP and dual enrollment outcomes over the past four years. DC PCSB calculates this rate by dividing the number of passing AP/IB exams and dual enrollment courses by the

²⁰ See Appendix A, p. 9.

number of twelfth grade students.²¹ TMA PCS has offered six AP courses – American History, Calculus, Computer Science, English Language, English Literature, and US Government.²² Currently, TMA partners with the University of the District of Columbia – Community College for its students to take dual enrollment classes. From 2007 to 2014 the school participated in the Hi-Scip program to offer additional dual enrollment courses at George Washington University and Trinity University. TMA PCS students do not take IB exams.

TMA PCS - Advanced Placement/IB - 12th Grade



TMA PCS – Advanced Placement/IB/Dual Enrollment		
	2013-14	2014-15
TMA PCS	41.5%	33.3%
Charter Sector Rate	15.6%	19.6%

3. **Goal:** Over 75% of the students entering the Academy will graduate in five years or less.

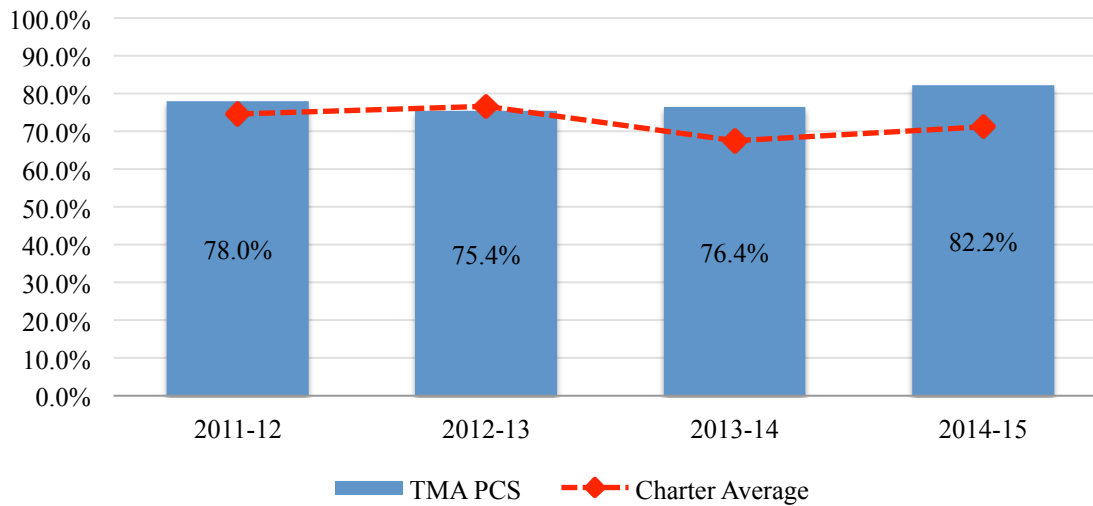
Assessment: TMA PCS met this goal. TMA PCS has had a four-year adjusted cohort graduation rate (“ACGR”) over 75% over the past four years. This rate is calculated by dividing the number of graduating seniors by the number of students who started in the cohort’s ninth grade class.²³ The school’s five-year ACGR has been calculated over the past two years, and has also been higher than the charter sector.

²¹ PCSB considers the following outcomes as “passing” for purpose of its PMF: a score of 3 on an AP exam; a score of 4 on the IB exam; and a grade of C- in a dual enrollment course.

²² See Appendix A, p. 10.

²³ The ACGR rate does not include students who transfer out of the school.

TMA PCS - Four-Year Graduation Rate



TMA PCS – 5-Year Graduation Rate		
	2013-14	2014-15
TMA PCS	92.3%	83.1%
Charter Sector Rate	79.9%	76.1%

Grade by Grade Enrollment Rates

While TMA PCS's graduation rate has been at the charter sector average, the school's grade-by-grade enrollment decreased from the ninth to the twelfth grade. The school does take in some students in upper grades, however it does not replace every spot vacated by a student.

TMA PCS Enrollment Rates					
	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 9	148	136	130	136	139
Grade 10	100	110	101	93	93
Grade 11	74	87	86	94	81
Grade 12	68	64	82	72	74

4. **Goal:** Over half of all students will enroll in a post-secondary institution after graduation, including at a two- or four- year college, trade school, technical college, or conservatory.

Assessment: TMA PCS met this goal, with the most recent data showing 93.5% of the school's 2013-14 graduating class enrolling in college within one year of graduating high school. TMA PCS credits its high college enrollment rates to its Alumni Support program, which supports students and alumni throughout the college application and enrollment process. TMA PCS also notes in its renewal application that over 90% of TMA PCS

alumni who enroll in college return for their sophomore year, and 62% of TMA PCS alumni graduate from college.

TMA PCS – College Enrollment Within One Year of High School Graduation		
2011-12	2012-13	2013-14
88.1%	94.4%	93.5%

5. **Goal:** Students will build strong character and moral values and will learn to treat fellow students, faculty, and family with respect.

Assessment: TMA PCS met this goal. DC PCSB observers noted, “The school had a positive culture overall...77% of the observations scored proficient or distinguished in the Classroom Environment domain. Students treated each other and their teachers with respect in almost all observations.”²⁴ TMA PCS implements its character programming through its Student Affairs Department, which “implements a [weekly] Advisory model to infuse student character development into the program.”²⁵ Through this program, students set behavior goals, which they reflect on weekly during the Advisory program. TMA PCS also offers a number of after-school programs focused on developing students’ character and moral values:

- Hero, an all-male mentorship program;
- Sister-Action-Sister Strength, an all-female group to empower young women;
- Connections, a support group for LGBT youth;
- Visionary Youth Becoming Empowered, an emotional and social support group; and
- A Mentor Program, which pairs tenth-grade students with mentors annually.

Discipline Outcomes

TMA PCS’s suspension and expulsion rates support that TMA PCS met this goal. These rates have been below the high school charter sector rate, with the exception of the school’s suspension rates in 2014-15. The school’s suspension rates increased from 2012-13 to 2014-15.

TMA PCS – Grades 9-12 Out-of-School Suspensions			
	2012-13	2013-14	2014-15
TMA PCS	7.8%	15.0%	18.2%
9-12 Charter Sector Rate	23.6%	18.5%	16.8%

TMA PCS – Grades 9-12 - Expulsions			
	2012-13	2013-14	2014-15
TMA PCS	0.0%	0.8%	0.5%
9-12 Charter Sector Rate	1.4%	1.2%	1.0%

²⁴ See Appendix J, p. 4.

²⁵ See Appendix A, pp. 14-15.

6a. **Goal:** TMA will achieve on-going viability in terms of fundraising, cash flow, number of students, and attraction of high-quality faculty.

6b. **Goal:** The Academy will attract committed faculty members and volunteers from a variety of backgrounds to foster the educational mission of the school, including locally and nationally renowned educators, advocates, and professionals.

Assessment: TMA PCS met these goals. The school has a strong cash position, consistent enrollment and a proven track record of fund raising to support its programming.

Fundraising

In its renewal application, TMA PCS describes some grants it has been awarded to support its programming. For example, TMA won a 21st Century Fund to support after-school programming and a Graham Foundation grant to support history textbook adoption. The school's ability to secure outside funding has supported wrap-around services such as college and alumni programming and after-school enrichment programs. In addition, the school benefits from donations of funds and volunteer time from the DC business community, especially the legal community, due to active outreach by TMA PCS.

Cash Flow

As discussed more fully in Section Three of this report, TMA PCS has built a strong cash position over the past several years. It was able to build this position by effective cash management strategies over the years included later in this review. Specifically, the school was the first in the District of Columbia to complete a complex but fruitful New Markets Tax Credits ("NMTC") facility financing transaction. The NMTC transaction required the school to build its cash position over the seven-year life of the transaction, in order to buyout the remaining portion of the loan at the termination of the transaction.

Student Enrollment

TMA PCS's student enrollment has remained steady over the past five years. While TMA PCS's enrollment ceiling is 420, the school cannot enroll more than 400 students due to space constraints.

TMA PCS Enrollment History		
School Year	Enrollment	Reenrollment Rate
2011-12	390	85.9%
2012-13	397	80.7%
2013-14	399	84.1%
2014-15	395	81.0%
2015-16	387	<i>Rate has not been calculated</i>

Faculty

Over the past four years, 100% of TMA PCS teachers met the requirements to be considered Highly Qualified per the Elementary and Secondary Education Act. TMA PCS reports in its renewal application that "[o]n average,

[TMA PCS teachers] have more than six years of teaching experience and two out of three hold a graduate degree.”²⁶ TMA PCS faculty and staff have included the following:

- A recipient of the Mayor’s Arts Award for Excellence in Teaching Visual Art (2011);
- Two Family Engagement Fellows with the Flamboyant Foundation (2012, 2014);
- Two Teach Plus Fellowship recipients (2011, 2013);
- A Mount Vernon History Teacher of the Year winner (2012);
- A Distinguished Fulbright Teacher (2013);
- A Washington Post Distinguished Educational Leader Award recipient (2013);
- An Education Innovation Fellow (2013);
- One of ten teachers from the United States selected to attend The Gilder Lehrman Institute of American History seminar on the transatlantic slave trade at York University in York, England (2013);
- A DC Teacher of the Year runner-up (2013);
- A Milken Educator Award recipient (2013); and
- A DC Presidential Awards for Excellence in Mathematics and Science finalist (2015).

Volunteers

TMA PCS writes in its renewal application that each year the school relies on over two hundred volunteers to support student programming across after-school enrichment program and in-school law programs.”²⁷ The school describes in its renewal application the following events and programs through which volunteers support students:

- Each year 80 volunteer mentors participate in TMA PCS’s Mentor Day Program;
- Volunteers from ten law firm partners support the school’s Law Day and Law Firm Tutoring Programs;
- Volunteers from AVODAH: The Jewish Corp Service and Lutheran Volunteer Corp provide direct student services in after-school programming and college support programming; and
- Volunteers support students in after-school tutoring and by assisting with after-school clubs.²⁸

7. **Goal:** The Academy will develop a unique four-year law-related education curriculum with high academic standards to serve as a national model.

Assessment: TMA PCS met this goal. The school writes in its renewal application that its curriculum is founded on five legal skills (argumentation, research, advocacy, negotiation, and critical thinking), which are infused into the core curriculum. Additionally, the school has developed a law curriculum for its Introduction to Law course and legal skills projects across all core classes. In grades 9-12, students complete a law-related project in each core social studies course. TMA PCS notes some examples of this:

- All students are required to complete a one-credit law course. Students select from Introduction to Law or Street Law;
- Each year, TMA PCS students enrolled in U.S. Government attend Supreme Court oral arguments when they study the judicial branch;
- In past years, TMA PCS students have participated in special programming with the Supreme Court, meeting Supreme Court Justices Alito, Kagan, and Sotomayor.

²⁶ See Appendix A, p. 17.

²⁷ See Appendix A, p. 17.

²⁸ See Appendix A, pp. 17-18.s

- Students in physics classes speak to patent law attorneys as part of their Patent Project
- Students give end-of-year portfolio presentations where they must demonstrate the application of legal skills in their coursework and extracurricular activities.

TMA PCS also executes specialized programming focused on exposing students to the legal profession. The school describes three of its long-term programs as the cornerstone of its legal programming:

- (a) Street Law – TMA PCS was founded out of the Street Law Clinic at Georgetown Law. Twelfth grade students can take Street Law as an elective, a course co-taught by a Georgetown Law student.
- (b) Law Day – Each year, ninth grade students attend legal seminars organized and hosted by DC law firms, which “introduce[] students to specific cases or legal issues and explores the history and underlying legal principles involved.”²⁹
- (c) Law Firm Tutoring – Each year, eleventh grade students are paired with lawyer mentors, with students travelling once a week to law firms for tutoring and mentoring.

Qualitative Evidence

DC PCSB reviewers observed the following in support of this goal:

The QSR team observed students engaged in discussions about current events and connected them to criminal procedures and elements of the law curriculum. Students also worked on a portfolio project related to the First Amendment of the Constitution. During the QSR window ninth grade students attended an off-site law class at a law firm on Friday afternoons. The QSR team observed posters about legal skills (research, argumentation, critical thinking, advocacy, and negotiation) around the building.³⁰

8. **Goal:** Parents and community members will be involved in the long-term success of both the school and the students and will participate in informational forums, monthly community meetings, and on the Academy’s Board.

Assessment: TMA PCS met this goal. TMA PCS has a part-time Parent Coordinator in place to manage parent relations and to organize parent events, including meetings of the Parent Teacher Organization. The school describes in its renewal application that “on average, over the past five years, parent participation, as measured by the percentage of parents attending one or more parent event, has exceeded 75%.”³¹ TMA PCS has consistently complied with the SRA’s requirements that two parents sit on the school’s governing board. The school describes numerous opportunities for parent participation in its renewal application, including informational and community meetings.

Annual Events

TMA PCS describes in its renewal application that it offers the following annual events it invites parents to attend:

- Back to School Night – an evening to introduce the school year to parents;
- Open houses – Parents are invited to meet with teachers five times each year;

²⁹ See Appendix A, p. 19.

³⁰ See Appendix J, p. 5.

³¹ See Appendix A, p. 20.

- Senior Parent Night – An annual event celebrating the efforts of families in helping their students graduate from high school;
- Grade-level Parent Engagement – Grade-level Deans host parent engagement evenings to build relationships with parents and share with them the resources offered by the school; and
- College Access programming, including a Senior College Night, a FAFSA Information night, and a program to introduce parents of sophomores and juniors to the college process.³²

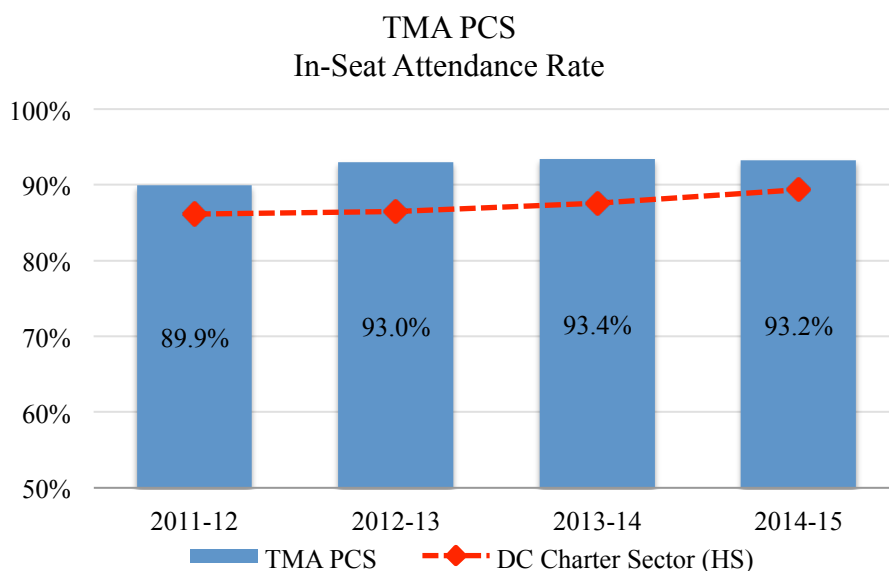
Parent Workshops

TMA PCS also describes in its renewal application that it regularly hosts workshops for parents. The school writes that it has organized the following parent workshops over the past years:

- Portfolio workshops - parents learn strategies to assist and support their students in developing and presenting a Portfolio;
- TMA PCS Resources workshop – introduces parents to school resources, including the online grade book, after-school tutoring, and other support programming;
- Grading workshop – overview of TMA PCS’s grading practices and how grades factor into the college application process; and
- Open House workshops – cover topics including organization, reading strategies, academic writing, navigating resources and advocating for support, and teenagers coping with stressors.³³

9. **Goal:** High rate of student attendance.

Assessment: TMA PCS met this goal. The school has had an in-seat attendance rate higher than that of the DC charter sector over the past four years.



³² See Appendix A, p. 20.

³³ See Appendix A, p. 20.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities,”³⁴ and at renewal requires the DC PCSB to non-renew if it finds such a violation. The SRA contains a non-exhaustive list of applicable laws, and DC PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Below is a summary of the school’s compliance record.

Compliance Item	Description	School’s Compliance Status 2011-12 to present
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2011-12.
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ³⁵ and the school must distribute such policies to students and parents.	Compliant since 2011-12.
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ³⁶ To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since 2011-12.
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2011-12.

³⁴ SRA § 38.1802.12(c).

³⁵ See *Goss v. Lopez*, 419 U.S. 565 (1975).

³⁶ D.C. Code § 38.1802.04 (c)(4)(A).

Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2011-12.
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 <i>et seq.</i>	A DC charter school must possess all required local licenses.	Compliant since 2011-12.
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA") 20 U.S.C. § 6301 <i>et seq.</i>	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2011-12.
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2011-12.
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2011-12.

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to PCSB
2011-12	13	13
2012-13	16	16
2013-14	19	19
2014-15	17	17

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act³⁷ (“IDEA”) and the Rehabilitation Act of 1973.³⁸ As permitted by the SRA,³⁹ TMA PCS elected in 2002 to operate as a “dependent charter” for federal special education purposes, meaning that DC Public Schools worked with TMA PCS as it would a traditional DCPS school to comply with special education laws.⁴⁰ The school notes in its renewal application that it “is currently working with the DC Special Education Cooperative and other support organizations to efficiently transition these responsibilities to [TMA PCS] beginning in 2016-17.”⁴¹

Because of its dependent charter status, the school’s special education compliance performance is, for the most part, reported by OSSE as part of DCPS’ overall compliance performance. The following section summarizes TMA PCS’ special education compliance from 2011 to the present.

Special Education Enrollment Rates

The school participates in the MySchool DC common lottery and admits students regardless of special education status. However, from 2012-13 to 2014-15, TMA PCS had a lower rate of students with disabilities (“SWD”) enrolled than the SWD state average:

SWD Enrollment				
	2012-13	2013-14	2014-15	2015-16
TMA PCS	9%	12%	14%	12%
State	13%	14%	16%	Not available

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education’s Office of Special Education Programs detailing District of Columbia LEAs’ compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements. TMA PCS is evaluated in areas (1) and (3) only. The school has had findings of noncompliance in three quarters in these areas in 2013-14 but has been fully compliant otherwise. Further, all 2013-2014 findings for all schools are now cured and have been corrected, to date.

³⁷ 20 U.S.C. § 1413(a)(5).

³⁸ 20 U.S. § 794.

³⁹ D.C. Code § 38-1802.10(c).

⁴⁰ See June 12, 2002 memorandum, “Thurgood Marshall Academy Request to Change its Status for Special Needs Purposes”, attached to this report as Appendix K.

⁴¹ See Appendix A, p. 22.

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	0 of 1 indicators compliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	7 of 8 indicators compliant	Compliant	7 of 8 indicators compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant
Secondary Transition	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2015 through September 2015		
	1st Quarter	2nd Quarter
Initial Evaluation Timeline	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant
Secondary Transition	Compliant	Compliant

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs' timely implementation of Hearing Officer Determinations ("HODs") and Settlement Agreements ("SAs").

As of November 2015, the Blackman Jones Database shows TMA DC PCS has no HODs or SAs.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.⁴²

As part of the charter review process, DC PCSB reviewed TMA PCS's financial records regarding these areas.

SUMMARY OF FINDINGS

TMA PCS is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. The school managed guaranteed funding effectively and supported supplemental activities via significant fundraising from public and private sources. TMA PCS was the first charter school in the District of Columbia to leverage an innovative financing structure known as a New Markets Tax Credit ("NMTC"). Under this arrangement, a community development finance institution ("CFDI") matches the school with a pool of investors who lend money to the school in exchange for tax credits. These complex transactions typically follow a seven-year term that usually involves savings toward a de facto balloon payment, a subsidiary, and accruing debt intended to be refinanced at exit, at which time the borrower often receives some loan forgiveness from the investors. TMA PCS entered into its NMTC transaction in 2007 and exited in 2014. The NMTC transaction complicated the school's financial statements over that time period, as the school's fiscal activity was consolidated with that of a subsidiary holding debt related to the transactions (details may be found in the notes to TMA PCS's audited financial statements for FY14). TMA PCS's NMTC transactions proceeded according to the plan submitted to DC PCSB in 2007, and its fiscal metrics during the reporting period therefore show escalating debt and savings culminating in an exit that left the school in a strong cash and net-assets position. While DC PCSB typically reviews four years of financial data for renewal reports, due to the timing of TMA PCS's NMTC transaction, this renewal report references data for fiscal year ("FY") 2007 through FY15.

FINANCIAL OVERVIEW

The following tables provide an overview of TMA PCS's financial information over the past five fiscal years. In early 2007, TMA PCS and its advisors structured – and DC PCSB monitored – an innovative NMTC transaction to replace the school's maturing construction loan. There were three broad periods of the NMTC transaction:

- (1) In FY07, the refinancing immediately reduced the school's current liabilities and improved its net assets position.
- (2) Between 2007 and 2014, the TMA PCS NMTC transaction performed according to plan: during the typical seven-year compliance period (during which investors garner tax credits), by design the school accrued non-cash interest and principal expenses while saving cash for a "balloon" refinancing scheduled for February 2014. During this time, TMA PCS reported its financial data to DC PCSB under two methodologies: (1) TMA PCS finances consolidated with a partially-owned subsidiary required by and reflecting the NMTC structure and (2) TMA as a separate entity. These are reflected in the first and second tables below, respectively.

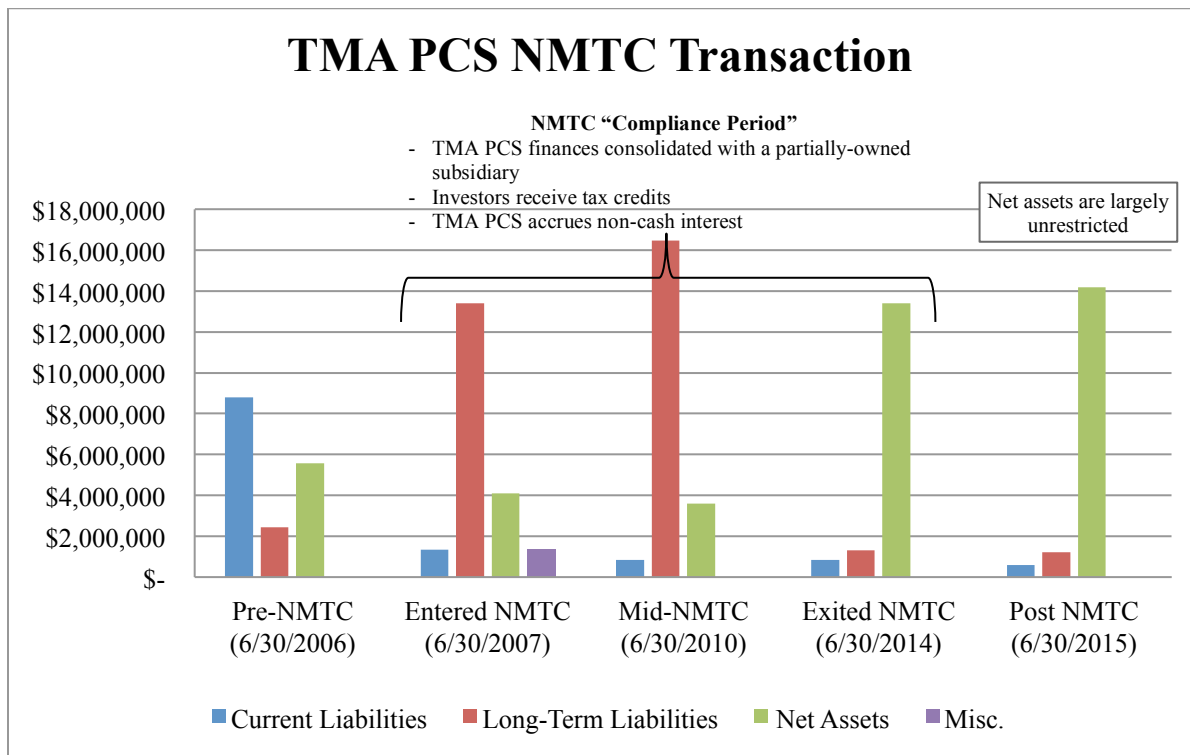
⁴² See D.C. Code § 38-1802.13(b).

- (3) In FY14 the school settled its outstanding debt with its lender for roughly \$6.2M, financed through a combination of cash reserves and a new loan for \$1.4M.

As the TMA PCS NMTC Transaction chart shows, the school moved from \$11.2M in liabilities and \$5.6M in net assets in FY06 to \$2.1M in liabilities and \$13.4M in net assets in FY14. Overall, the school's FY15 financial position – exemplified by a sharp increase in its net assets and substantial cash reserves – indicates the school is financially stable after exiting its NMTC transactions.

TMA PCS & Subsidiaries					
This chart provides data regarding the school's annual operations consolidated with the finances of a partially-owned subsidiary required by and reflecting NMTC long-term facility financing.					
Audit Year					
	2011	2012	2013	2014	2015
Audited Enrollment	388	390	397	399	395
Total DC Funding Allocation	\$5,489,904	\$5,769,887	\$6,090,397	\$6,572,008	\$7,365,210
Total Federal Entitlements and Funding	\$1,661,916	\$1,040,487	\$787,494	\$735,195	\$595,374
Unrestricted Cash and Cash Equivalents on June 30	\$3,435,851	\$4,199,775	\$4,454,375	\$2,576,243	\$3,528,241
Total Assets	\$21,520,462	\$21,711,551	\$21,834,260	\$15,546,909	\$15,999,345
Total Current Assets	\$4,219,904	\$4,851,194	\$5,107,315	\$3,041,298	\$3,933,121
Total Liabilities	\$18,389,295	\$19,703,010	\$21,073,102	\$2,143,527	\$1,806,026
Total Current Liabilities	\$747,664	\$804,861	\$732,829	\$833,338	\$601,613
Net Asset Position	\$3,131,167	\$2,008,541	\$761,158	\$13,403,382	\$14,193,319
Total Revenues	\$8,284,288	\$8,358,639	\$8,610,722	\$8,427,505	\$9,163,258
Total Expenses	\$8,633,513	\$9,356,944	\$9,733,784	\$9,405,669	\$8,373,321
Change in Net Assets	(\$349,225)	(\$998,305)	(\$1,123,062)	(\$978,164)	\$789,937

TMA PCS Without Subsidiaries					
This chart provides data that show the school's annual operating performance independent of long-term facility financing (i.e., consolidating figures from each year's Auditor's Report on Supplementary Information).					
Audit Year					
	2011	2012	2013	2014	2015
Audited Enrollment	388	390	397	399	395
Total DC Funding Allocation	\$5,489,904	\$5,769,887	\$6,090,397	\$6,572,008	\$7,365,210
Total Federal Entitlements and Funding	\$1,661,916	\$1,040,487	\$787,494	\$735,195	\$595,374
Unrestricted Cash and Cash Equivalents on June 30	\$3,175,748	\$3,940,320	\$4,187,303	\$2,576,243	\$3,528,241
Total Assets	\$29,073,510	\$29,309,573	\$29,463,064	\$15,546,909	\$15,999,345
Total Current Assets	\$3,951,543	\$4,583,794	\$4,836,493	\$3,041,298	\$3,933,121
Total Liabilities	\$22,803,517	\$22,850,810	\$22,750,295	\$2,143,527	\$1,806,026
Total Current Liabilities	\$860,426	\$928,792	\$854,561	\$833,338	\$601,613
Net Asset Position	\$6,269,993	\$6,458,763	\$6,712,769	\$13,403,382	\$14,193,319
Total Revenues	\$9,252,096	\$9,321,655	\$9,561,682	\$9,102,738	\$9,163,258
Total Expenses	\$8,500,142	\$9,132,885	\$9,307,676	\$9,142,142	\$8,373,321
Change in Net Assets	\$751,954	\$188,770	\$254,006	(\$39,404)	\$789,937



SPENDING DECISIONS

The table below provides an overview of the school's spending decisions over the past five years. Prior to FY15, the school incurred deficits every year due to the high debt service accruals associated with the NMTC program. The school's debt service expenses over the course of the NMTC transaction have averaged \$1.2M, or 15% of its revenues, consisting primarily of non-cash accrued interest. The school anticipated the high non-cash costs of its financing arrangement and managed its finances accordingly.

TMA PCS & Subsidiaries This chart provides data regarding the school's annual operations consolidated with the finances of a partially-owned subsidiary required by and reflecting NMTC long-term facility financing.					
Audit Year					
	2011	2012	2013	2014	2015
Total Personnel Salaries and Benefits	\$4,712,175	\$4,887,977	\$4,962,626	\$5,300,532	\$5,369,064
Total Direct Student Costs	\$517,686	\$499,581	\$494,279	\$440,250	\$399,078
Total Occupancy Expenses	\$2,430,758	\$2,561,660	\$2,840,069	\$2,330,119	\$1,361,351
Total Office Expenses	\$243,895	\$282,355	\$251,769	\$333,775	\$504,022
Total General Expenses	\$728,999	\$1,125,371	\$1,185,041	\$1,000,993	\$739,806
Operating Surplus/(Deficit)	(\$349,225)	(\$998,305)	(\$1,123,062)	\$12,722,521	\$789,937
Total Personnel Salaries and Benefits	57%	58%	58%	63%	59%
Total Direct Student Costs	6%	6%	6%	5%	4%
Total Occupancy Expenses	29%	31%	33%	28%	15%
Total Office Expenses	3%	3%	3%	4%	6%
Total General Expenses	9%	13%	14%	12%	8%
Operating Surplus/(Deficit)	-4%	-12%	-13%	151%	9%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of TMA PCS establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on all financial statements over the past five years. The school received a finding in 2012 related to the calculation and presentation of the non-controlling interest in its subsidiary, TMA QALICB LLC, an entity related to the school's NMTC. The finding was cured in the subsequent year. The school has not received any findings since.

	Audit Year				
	2011	2012	2013	2014	2015
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unmodified	Unmodified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	Unqualified	Unqualified	Unmodified	Unmodified	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	1	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	No	No	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No	No

FISCAL MANAGEMENT

Based on the information available to DC PCSB at this time, TMA PCS has not engaged in a pattern of fiscal mismanagement. TMA PCS operates independently, and employs a business manager and outsources its finance and accounting function. The school's financial statements are audited by RSM US (formerly McGladrey LLP).

ECONOMIC VIABILITY

TMA PCS is economically viable and maintains a strong financial position. TMA PCS's stable enrollment is a positive attribute as it leads to predictability in the school's revenues and expenses. The following sections review the school's financial results in four key areas: (a) financial performance; (b) liquidity; (c) debt burden; and (d) sustainability.

Financial Performance

DC PCSB assesses a school's financial performance with two key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, DC PCSB recommends that a school's annual operating results are positive. The second indicator of a school's financial performance is its earnings before depreciation ("EBAD")⁴³, a proxy for a school's operating cash flows. Based on these measures, TMA PCS regularly incurred deficits and its operating cash flows fluctuated regularly; however, as comparison with the following TMA PCS Without Subsidiaries chart shows, these results were driven by the high non-cash costs of the school's NMTC. For FY14, the year the school exited the tax credit, the EBAD reflects the economic benefit of unwinding the transaction. Excluding this one-time gain, the cash flows would remain positive at \$0.8M.

⁴³ EBAD is the change in net assets plus amortization and depreciation.

TMA PCS & Subsidiaries						
This chart provides data regarding the school's annual operations consolidated with the finances of a partially-owned subsidiary required by and reflecting NMTC long-term facility financing.						
	Indicator of Concern	Audit Year				
		2011	2012	2013	2014	2015
Operating Surplus/(Deficit)	< 0	\$(349,225)	\$(998,305)	\$(1,123,062)	\$(978,164)	\$789,937
Earnings Before Depreciation	< 0	\$179,562	\$(354,959)	\$(449,194)	\$13,337,873	\$1,355,154

TMA PCS Without Subsidiaries						
This chart provides data that show the school's annual operating performance independent of long-term facility financing (i.e., consolidating figures from each year's Auditor's Report on Supplementary Information).						
	Indicator of Concern	Audit Year				
		2011	2012	2013	2014	2015
Operating Surplus/(Deficit)	< 0	\$751,954	\$188,770	\$254,006	(\$39,404)	\$789,937
Earnings Before Depreciation	< 0	\$1,244,387	\$787,886	\$881,546	\$532,688	\$1,355,154

Liquidity

Liquidity refers to the school's ability to meet its financial obligations. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability in the short-term. Two indicators of a school's liquidity are its current ratio⁴⁴ and its days of cash on hand.⁴⁵ The current ratio is indicative of a school's ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school's ability to meet these obligations is in doubt. TMA PCS's current ratio has remained well above PCSB's threshold over the past several years. The decline in 2014 is reflective of the lower unrestricted cash since, as discussed above, prior-year savings were used for the planned buy-out of NMTC debt.

Days of cash on hand reflects a school's ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern. Similar to the current ratio, TMA PCS's cash balance has remained above the DC PCSB's threshold over the years included in this review. The school is not facing any short-term liquidity challenges.

TMA PCS & Subsidiaries						
This chart provides data regarding the school's annual operations consolidated with the finances of a partially-owned subsidiary required by and reflecting NMTC long-term facility financing.						
	Indicator of Concern	Audit Year				
		2011	2012	2013	2014	2015
Current Ratio	< 1.0	5.6	6.0	7.0	3.6	6.5
Days of Cash On Hand	< 30	143	162	165	99	152

⁴⁴ A school's current ratio is its current assets divided by current liabilities.

⁴⁵ "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.

Debt Burden

As part of the evaluation of a school's long-term viability, DC PCSB considers a school's debt burden. In particular, DC PCSB reviews two debt ratios – the debt ratio⁴⁶ and the modified debt service⁴⁷ ratio.

As described above, TMA PCS's NMTC transaction made its debt burden unusual. In February 2007, TMA PCS refinanced its outstanding mortgage debt totaling \$10.1M with a NMTC. For the next seven years, the school recognized its interest expense, but it did not make any interest payments to its lender. Instead, the interest expense was added to the outstanding loan balance, increasing the school's overall liabilities (this is reflected in the school's increasing debt ratio through 2013). When TMA PCS exited its NMTC in FY14, the lending institution settled the \$19.4M in principal and accrued interest for roughly \$6.2M. After closing costs and write-off of unamortized loan costs, NMTC unwind contributed to a \$12.7M increase in TMA PCS's net assets with only \$1.3M in debt remaining at June 30, 2014.

DC PCSB introduced the modified debt service ratio in FY14; it measures how much of a school's revenues are dedicated to meeting its debt obligations. This is an indicator of the sustainability of the debt payments. Anything greater than 15% is a cause for concern. The school's FY15 modified debt service ratio is 2%, well below the indicator of concern. Given TMA PCS's enrollment stability and low debt levels, it is unlikely the school's debt service ratio will increase. TMA PCS will be able to meet its debt obligations.

TMA PCS & Subsidiaries						
This chart provides data regarding the school's annual operations consolidated with the finances of a partially-owned subsidiary required by and reflecting NMTC long-term facility financing.						
Audit Year	Indicator of Concern	Audit Year				
		2011	2012	2013	2014	2015
Debt Ratio	> 0.92	0.85	0.91	0.97	0.14	0.11
Modified Debt Service Ratio	> 15.0%	N/A	N/A	N/A	5%	2%

Sustainability

A school's net asset position⁴⁸ and primary reserve ratio are indicators of its long-term sustainability.⁴⁹ DC PCSB recommends that schools accrue reserves equal to 25% to 50% of operating expenditures, and DC PCSB would be concerned with net assets reserves below zero. TMA PCS's net reserves and primary reserve ratio decreased as it accrued interest and its debt levels increased due to its NMTC. In the last year of the credit, the primary reserve reached a low of 8%. Nevertheless, the school's sustainability indicators were well above the DC PCSB's indicator of concern throughout the NMTC, and the exit led to strong positions relative to both metrics. TMA PCS's net assets and reserve ratio are higher than DC PCSB's threshold. Additionally, its current level of reserves is equal to more than one year of operating expenditures.

⁴⁶ Debt Ratio equals the total liabilities divided by the total assets.

⁴⁷ Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

⁴⁸ Net Asset Position equals total assets minus total liabilities.

⁴⁹ Primary Reserve Ratio equals total net assets divided by total annual expenses.

TMA PCS & Subsidiaries						
This chart provides data regarding the school's annual operations consolidated with the finances of a partially-owned subsidiary required by and reflecting NMTC long-term facility financing.						
	Indicator of Concern	Audit Year				
		2011	2012	2013	2014	2015
Net Asset Position	<0	\$3,131,167	\$2,008,541	\$761,158	\$13,403,382	\$14,193,319
Primary Reserve Ratio	<0.00	0.36	0.21	0.08	1.43	1.68

Appendix A



Charter Renewal Application

December 2015

CHARTER RENEWAL APPLICATION

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¹ The school's reporting on Charter Goals 1 & 2 include all required data for the Fulfillment of Student Academic Achievement Expectations as noted in the 2015-16 Charter Renewal Guidelines.

Introduction

In August 2001, Thurgood Marshall Academy emerged from the experiences of Georgetown University Law School students and faculty in the Street Law program. The law students, teaching at a traditional public high school in Ward 8, sought to establish a high school which would prepare students “east of the river” to succeed in college. With fewer than one in ten District of Columbia high school students earning a college degree within five years in 2002, the need for a college-preparatory high school was overwhelming.² Naming the school in honor of the late Supreme Court Justice, Thurgood Marshall, was a tribute to his role in shaping the legacy of educational equality. Founded on the mission to “prepare students to succeed in college and actively engage in our democratic society,” the school’s steadfast commitment to its core principles has established Thurgood Marshall Academy as one of the highest-performing schools in the District.

In the school’s first four years, students occupied five classrooms in a church annex in the Congress Heights neighborhood. Today, nearly 400 students are attending classes in a 57,075 sq. ft. campus in historic Anacostia, receiving a high-quality education that prepares them for post-secondary success. Since its founding, the school has served a nearly 100% African-American population. Approximately 75% of the students have been designated as eligible for Free and Reduced Price Lunch - the federal benchmark for poverty in schools. More than 90% of students have resided in Wards 7 & 8 and enroll from a wide variety of more than 50 different public and public charter middle schools. Most who join the school are significantly behind grade level expectations in math and reading.

To address the years of accumulated academic deficits of incoming students, the school developed an array of academic supports beginning in the summer before 9th grade to ensure that upon graduation students would be college ready. Incoming ninth grade students attend a summer bridge program designed to introduce them to a school culture that includes the rigors of a college preparatory curriculum and law-themed programs. To improve core English and math skills all ninth and tenth grade students receive twice as much English and math instruction (90 minutes of each per day) as they would in a traditional public school. Additional academic supports, including remedial reading and math classes, after-school tutoring, and social-emotional supports through wrap-around services provide students with the necessary skills to be college ready.

Above and beyond the traditional high school curriculum, Thurgood Marshall Academy provides students the opportunity to take honors classes, courses in law, and a variety of electives augmented with Advanced Placement and dual-enrollment/dual-credit for early college access. The school’s unique legal approach is embedded in all curriculum with the infusion of five commonly defined legal skills - advocacy, argumentation, critical thinking, negotiation, and research - across all grade-levels. The culmination of student’s academic, social, and emotional success each year is highlighted in the school’s unique portfolio assessment process which requires students to examine their academic achievements and struggles and present their reflections and plans for the future before a panel of teachers, staff members, volunteers, and parents. This presentation also includes students’ discussion

² http://www.studentclearinghouse.org/high_schools/files/STHS_DCStateEdOffice_casestudy.pdf

of their behavior and overall contribution to the school. The portfolio process distinctively encompasses all of the school's programming and mission into an annual culminating event for all students.

The education that students receive at Thurgood Marshall Academy extends far beyond the classroom. Enrichment opportunities include tutoring and law-based programs at the District's leading law firms; recreational and educational activities with adult mentors; engaging afterschool programs; and service projects to improve the local community. Student athletes at the school compete on teams in the Washington Charter School Athletic League and host opponents in a recently constructed, state-of-the-art athletic center. During their tenure at Thurgood Marshall Academy, students are exposed to excellence in academics, athletics, and a host of extra-curricular activities ensuring graduates are well positioned for post-secondary success.

As demonstrated in the school's academic results, the program works. Thurgood Marshall Academy is consistently one of the District's top-performing schools. The school boasts the highest growth rate on the Median Growth Percentile in mathematics and 100% college acceptance for every graduating class. Perhaps most impressive are students' outcomes beyond graduation, with nine out of ten students enrolling in college and two out of three alumni graduating college within six years, surpassing the national college graduation rate of 59%.³

The program at Thurgood Marshall Academy has been recognized both locally and nationally for its excellence and commitment to students. In May 2014, the National Center for Urban School Transformation (NCUST) selected Thurgood Marshall Academy to receive its National Excellence in Urban Education (NEUE) Silver Award in recognition of the school's success in providing a high quality education for students from low-income and minority communities. In 2013, Thurgood Marshall Academy received the national school award from the Coalition of Schools Educating Boys of Color (COSEBOC) in recognition of its outcomes for young men of color. The Department of Education selected Thurgood Marshall Academy in 2009 to highlight the school's use of data-driven instruction in its series, *Doing What Works*, making it the only charter school to be featured as a national exemplar of best practices. Recently, the online magazine *Politico* called Thurgood Marshall Academy "one of the crown jewels of the D.C. charter system." The July 2015 feature article, "D.C.'s Education in School Reform" (initially titled "You're Not Going to Give Up") cited Thurgood Marshall Academy as among a number of high-performing charter schools that "offer an unorthodox education in grit and perseverance."

Thurgood Marshall Academy's success would not be attainable without a tremendous cadre of faculty and staff who work tirelessly to fulfill the school's mission. Thurgood Marshall Academy teachers have received prestigious local and national fellowships including a Fulbright Fellowship, a Flamboyant Family Engagement Fellowship, an Education Innovation Fellowship with the CityBridge Foundation, and a summer fellowship at the Policy and Advocacy Leadership Initiative at the Thomas B. Fordham Foundation. These fellowships recognize teachers' innovative programs and dedication

³ http://nces.ed.gov/programs/coe/indicator_cva.asp

to students both in and out of the classroom, connect teachers to a wider network of educators, and contribute to continuing professional development.

Thurgood Marshall Academy is proud of the community it has built and sustained over the years. No other charter school has remained in operation in Ward 8 longer than Thurgood Marshall Academy, and the school is a respected institution in the community. Strong partnerships with organizations within Ward 8 and throughout the District, especially within the legal community, help position the institution as more than a high school, serving also as a youth-development organization that shapes its students to become active participants in their community.

The school's founders envisioned a school that would provide committed students with the resources they need to succeed and become active citizens. That bold vision fifteen years ago is realized today, as Thurgood Marshall Academy combines a comprehensive, standards-based, college preparatory curriculum with education about democracy, law, and human rights. While there are still goals to attain and promises to keep, the school has had incredible success since its founding. As Thurgood Marshall Academy embarks on its next phase we look forward to continuing our commitment to excellence for our students.

Fulfillment of Charter Goals

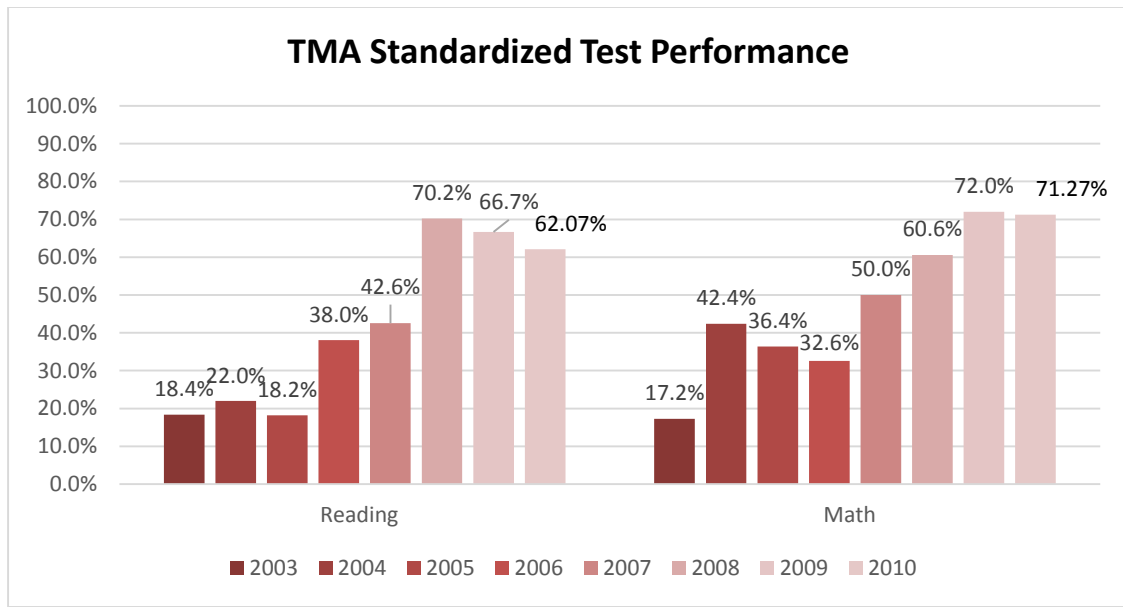
The school has met or exceeded all of the goals articulated in its original charter and is making significant progress towards its mission of preparing students for success in college.

1. Students will reach standard grade level skill ability, and many students will achieve above-average capability in all academic subjects throughout the high school years.⁴

School Years 2002 - 2010

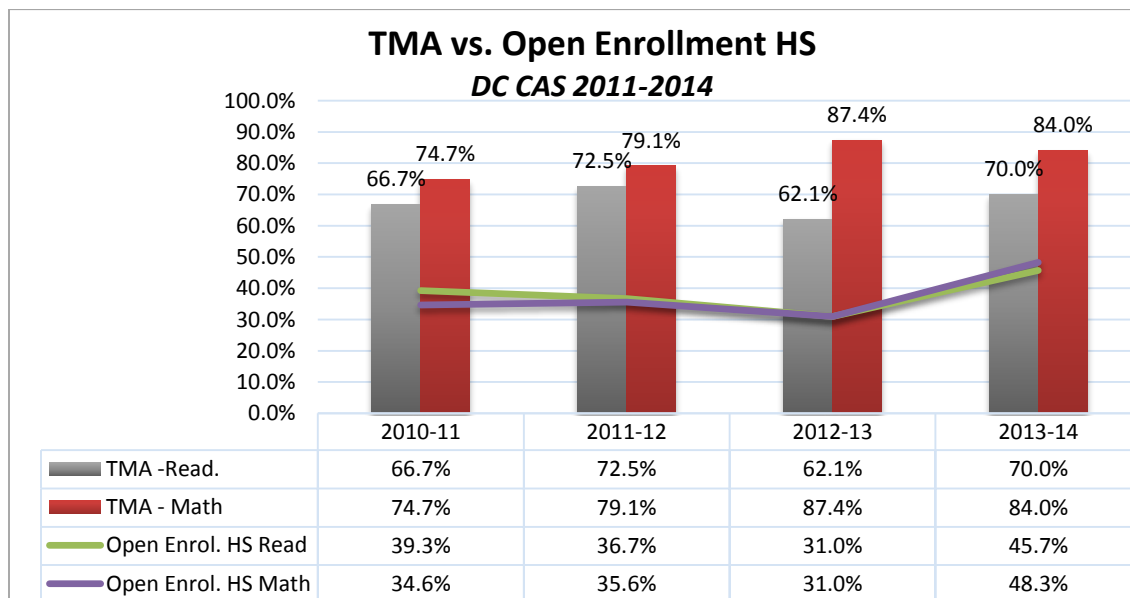
Thurgood Marshall Academy began administering state-mandated math and reading tests in 2002-03 (Stanford-9) and transitioned to the DC CAS in 2004-05. The school's outcomes from 2003 to 2006 fell below expectations prior to the school's focus on data-driven instruction. Since 2007, the school's outcomes have exceeded the state average for high schools. Beginning in 2008, the school solidified its position as one of the highest-performing high schools citywide. Outcomes have been two to three times higher than those of neighborhood high schools in Ward 8 and up to two times higher than the state average for open-enrollment high schools.

⁴ The school's reporting on Charter Goals 1 & 2 includes all required data for the Fulfillment of Student Academic Achievement Expectations as noted in the 2015-16 Charter Renewal Guidelines.

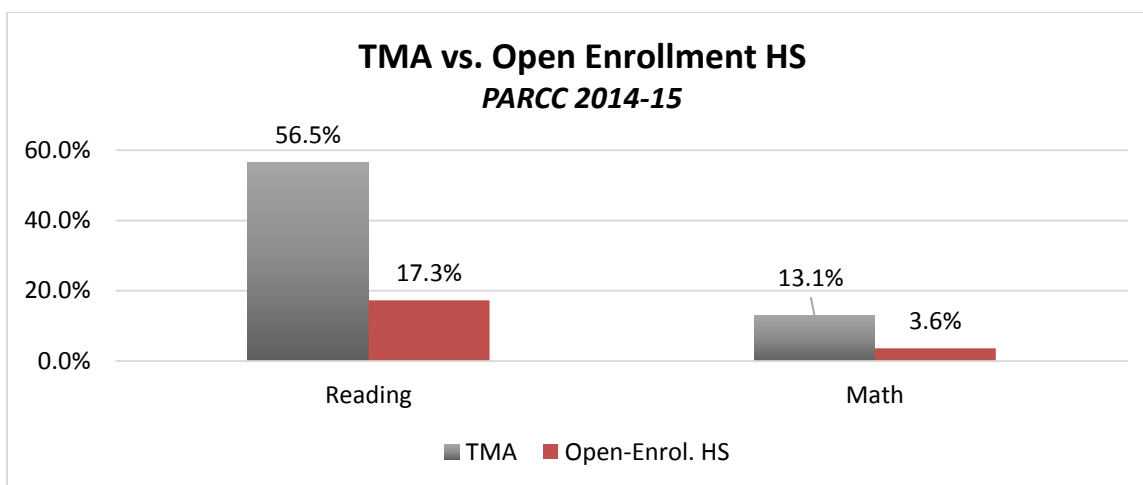


School Years 2011 - 2015

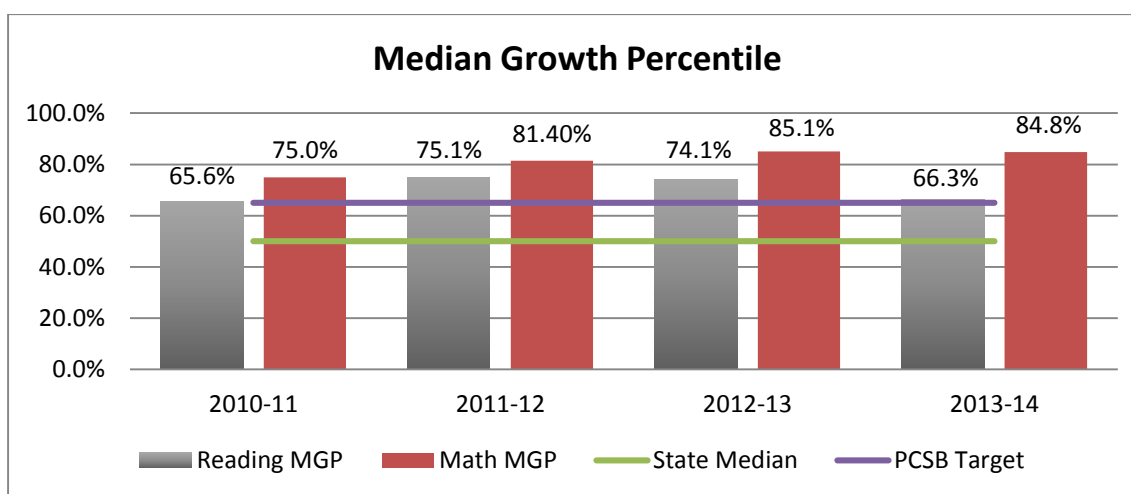
Thurgood Marshall Academy students have consistently outperformed their peers on standardized tests in English and math. Since 2008, the school has been among the highest performing high schools as evidenced by scores on the DC CAS. Reading scores and math scores have been on average two times higher than the state average for open-enrollment high schools. Student sub-group performance among low socio-economic status (SES) students and African-American students, the only publically reported sub-groups at the school, has mirrored these outcomes. Furthermore, since 2008, Thurgood Marshall Academy is one of only two open-enrollment high schools in all of Washington, D.C., to reach proficiency rates above both 70% in reading and 80% in math in the same year.



In 2014-15, the District of Columbia shifted to the Common Core aligned PARCC tests in reading and math. Thurgood Marshall Academy's outcomes mirrored prior achievement on the DC CAS vis-à-vis statewide high school performance. Overall, 56.6% of students tested in the "college or career" ready level in English 2 and 13.1% in geometry. Student outcomes were over *three* times higher than the state average for open-enrollment high schools.



In addition to student proficiency levels on the DC CAS, student outcomes on the Median Growth Percentile (MGP), a measure that evaluates how much growth in English and math skills students made compared to their peers, demonstrate the school's ability to foster academic achievement. Thurgood Marshall Academy's MGP has been the highest among all high schools since the metric's inception in the District of Columbia, demonstrating that students at the school improved math and reading skills at a higher rate than at any other high school. Both in reading and math, the school's MGP has always exceeded the Public Charter School Board's target of 65.0.



Thurgood Marshall Academy students' outcomes on standardized reading and math tests clearly demonstrate the school's impact fostering student achievement and ensuring students are prepared for the academic rigors of post-secondary educational pursuits. Among the highest performing schools in the District, Thurgood Marshall Academy is closing the achievement gap in Washington, D.C., for African-American and low-SES students.

During the most recent Qualitative Site Review visitors to the school also found significant evidence of the school meeting this goal. As the report notes, “the QSR team saw effective instruction in the majority of observations. As further detailed in the Instruction section of the Danielson Framework, 61% of the observations scored proficient or distinguished in the Instruction domain. Teachers in these observations asked high-level, open-ended questions and students engaged in discussions with peers.”

2. (a) **Thurgood Marshall Academy students will acquire comprehensive college-preparatory knowledge and skills that will equip them for success in post-secondary education and beyond.**

(b) **Thurgood Marshall Academy students will be exposed to rigorous academic coursework preparing them for success in post-secondary education through advanced college preparatory courses.**⁵

School Years 2002 - 2010

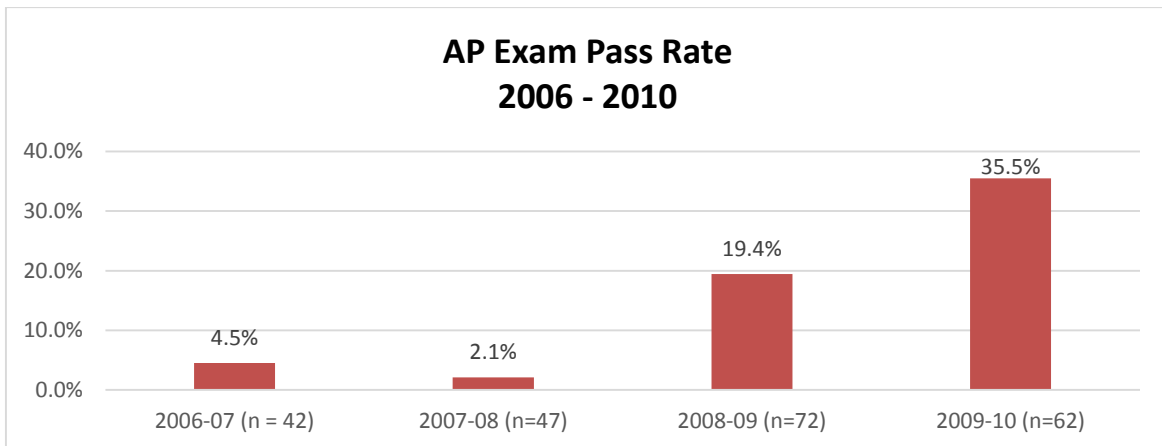
Focused on its mission, Thurgood Marshall Academy has offered a college-preparatory program to its students since 2002. Beginning in SY 2003-04, the school offered an SAT preparatory class to students. In 2009, the school began to focus on ensuring students scored at least an 800 combined SAT score (math and verbal) to avoid remedial courses in college. While the average score prior to 2009 consistently fell below 800, the school’s subsequent overall academic program improvements in preparing students for post-secondary success helped scores to rise above that target of an 800 average (math & verbal) in 2009 with a 63 point increase from the prior year, establishing an enduring trend.

Table 1: Average SAT Score 2005 - 2010

	Verbal (Avg.)	Math (Avg.)	Math & Verbal Combined (Avg.)
Class of 2005	368	375	743
Class of 2006	374	367	741
Class of 2007	376	360	737
Class of 2008	399	349	749
Class of 2009	416	396	812
Class of 2010	429	417	846

Thurgood Marshall Academy’s emphasis on college preparatory coursework has been integral to its academic programming. Beginning in SY 2005-06 the school offered Advanced Placement (AP) courses to students and course offerings steadily increased to four in SY2009-10 (AP English Language, AP English Literature, AP US Government, and AP US History). As the school’s academic program strengthened, AP pass rates increased from near 0% (SY2006-07) to 35% (SY2009-10) and the number of students taking AP exams increased to 62 students by SY2009-10.

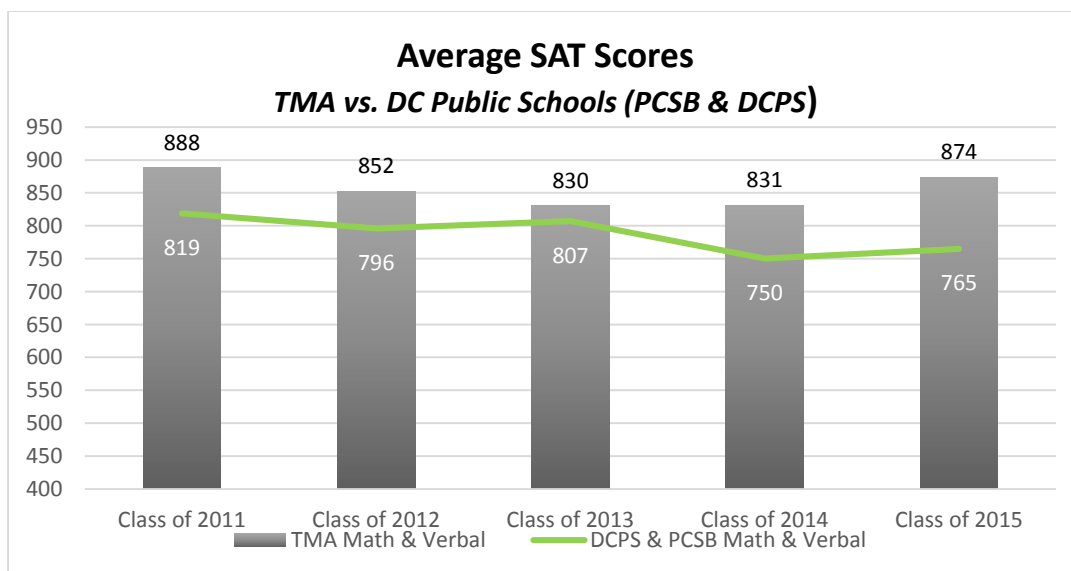
⁵ The school’s reporting on Charter Goals 1 & 2 include all required data for the Fulfillment of Student Academic Achievement Expectations as noted in the 2015-16 Charter Renewal Guidelines.



School Years 2011 - 2015

SAT

To prepare students for the SAT, a national benchmark of college readiness, Thurgood Marshall Academy enrolls each junior in a one-semester SAT Prep course. Additionally, the school has joined with outside partners to provide SAT Prep classes through test-preparation programs such as Kaplan for students seeking additional support. These in-school and out-of-school-time SAT supports have worked. Student outcomes on the SAT demonstrate the school's ability to prepare students for post-secondary education and beyond. Every senior in each graduating class since 2009 has taken the SAT. Since the class of 2011, the school's average verbal and math scores have exceeded the average scores of all public school students in the District. Moreover, the average combined SAT score has consistently exceeded 800. On average, since 2011, more than two out of three seniors have scored over an 800 (math and verbal combined) on the SAT. For the class of 2015, Thurgood Marshall Academy students had the widest margin between their scores and those of all public school students in the District (109 points).

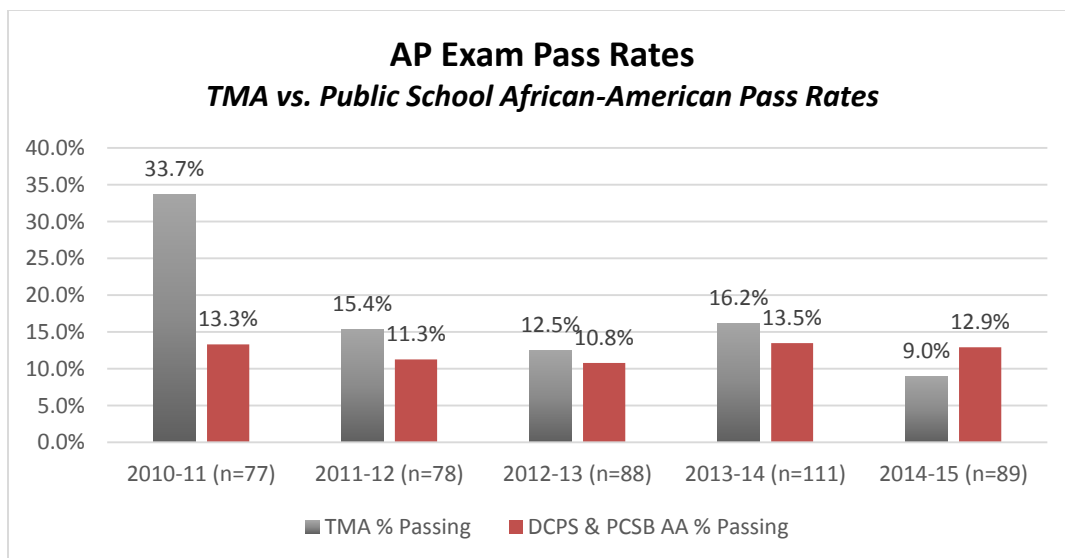


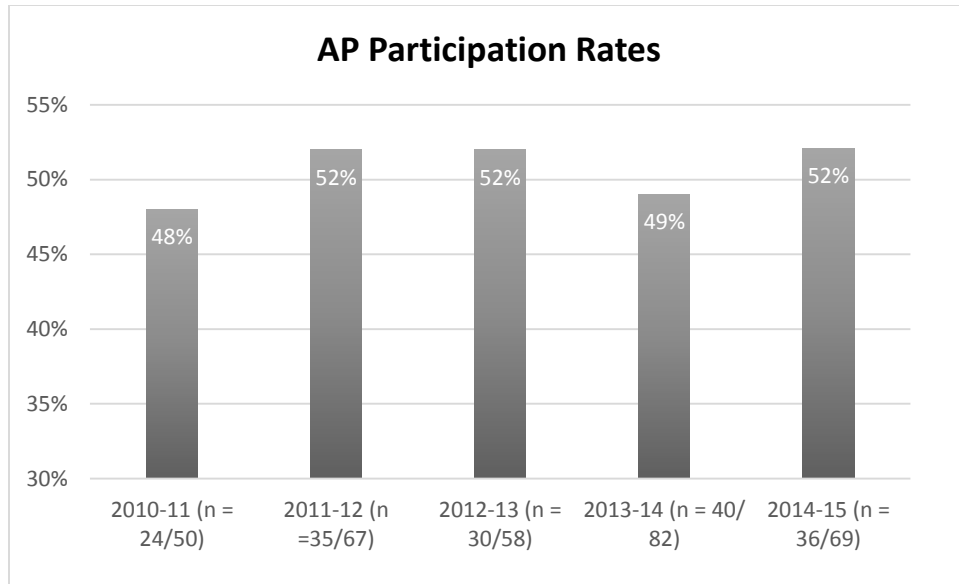
Advanced College Preparatory Courses

Thurgood Marshall Academy's academic program offers students the opportunity to engage in college-level course work through Advanced Placement (AP) courses and a dual-enrollment program, as well as via robust electives and honors classes. The school offers an array of 24 honors and AP courses. Since 2009, students in every grade have had the opportunity to take honors English and math courses. Thurgood Marshall Academy also offers honors courses in: Biology, Physics, Chemistry, World History I and II, Spanish II, and Spanish III. Elective courses included: Advanced Computer Applications, Advanced Music, African-American Studies, American History through Film and Music, Art II, Debate, Drama, Introduction to Business, Advanced Music, Psychology, Sociology, and Yearbook. These courses provide students with early exposure to content beyond core classes.

The school's AP program has offered six AP courses for students: American History, Calculus, Computer Science, English Language, English Literature, and US Government. Student participation rates in AP courses have been high with over half of all seniors completing at least one AP course while at Thurgood Marshall Academy. From 2011 to 2015, AP pass rates at Thurgood Marshall Academy exceeded those of African-American students in the District of Columbia. Nearly one in five tests taken during that time period earned a passing score of a 3, 4, or 5. In 2014-15, Thurgood Marshall Academy implemented a dual-enrollment, dual-credit course policy allowing students to enroll in college courses for high school credit. Consequently, AP participation rates and pass rates declined as more students opted for the dual-enrollment option. In 2014-15, 11 students enrolled and earned a dual-enrollment course credit through a partnership with UDC-CCDC and Hi-SCIP. With the new policy, nearly one out of five graduates in the class of 2015 earned at least one college credit through AP or dual-enrollment course work.

The Qualitative Site Review report noted that the "team observed rigorous instruction in the AP classes that included higher-order questioning, and students engaged in discussions with each other."





Thurgood Marshall Academy students have exceeded their peers on national, standardized college readiness benchmarks each year. With a robust AP and dual-enrollment program, coupled with a strong SAT preparation program, student outcomes demonstrate that students are prepared for the rigors of post-secondary academic pursuits.

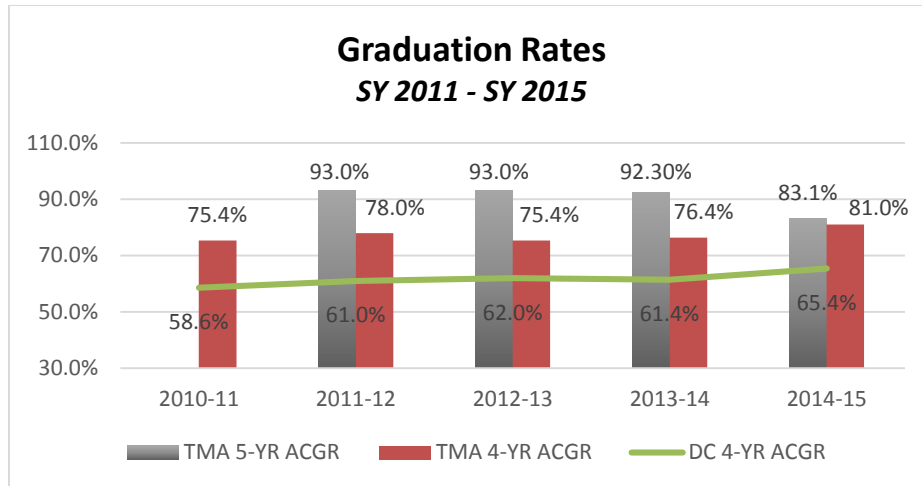
3. Over 75% of the students entering the Academy will graduate in five years or less.

School Years 2002 - 2010

Thurgood Marshall Academy's inaugural graduating class of 2005 numbered 18 students. By 2009-10, the senior class grew to 71 students. From 2005 to 2009, the school's graduation rate was calculated based on the percentage of seniors who graduated, and the rate never fell below 90%. With the District of Columbia's adoption of the Adjusted Cohort Graduation Rate (ACGR) in 2010, the school's graduation rates prior to 2009 should not be compared to current rates.

School Years 2011 - 2015

Thurgood Marshall Academy has exceeded this goal each year. The five-year Adjusted Cohort Graduation rate has generally exceeded 90%, demonstrating that students are willing to stay an additional school year to complete their degree. In 2013-14, for example, the school's five-year ACGR was the second highest among all charter schools. The school's four-year ACGR has similarly exceeded the state average each year. The school's four-year ACGR has exceeded 75% annually and has increased by nearly seven percentage points in the most recent three years.

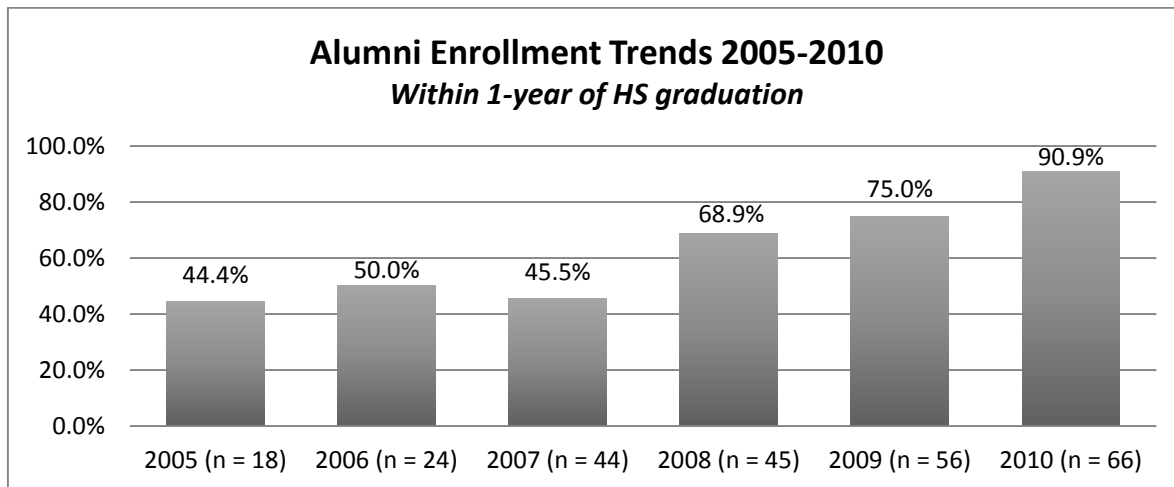


*Note: the 5 year rate for 2014-15 is pre-validation and therefore subject to change

4. **Over half of all students will enroll in a post-secondary institution after graduation, including at a two- or four-year college, trade school, technical college, or conservatory.**

School Years 2002 - 2010

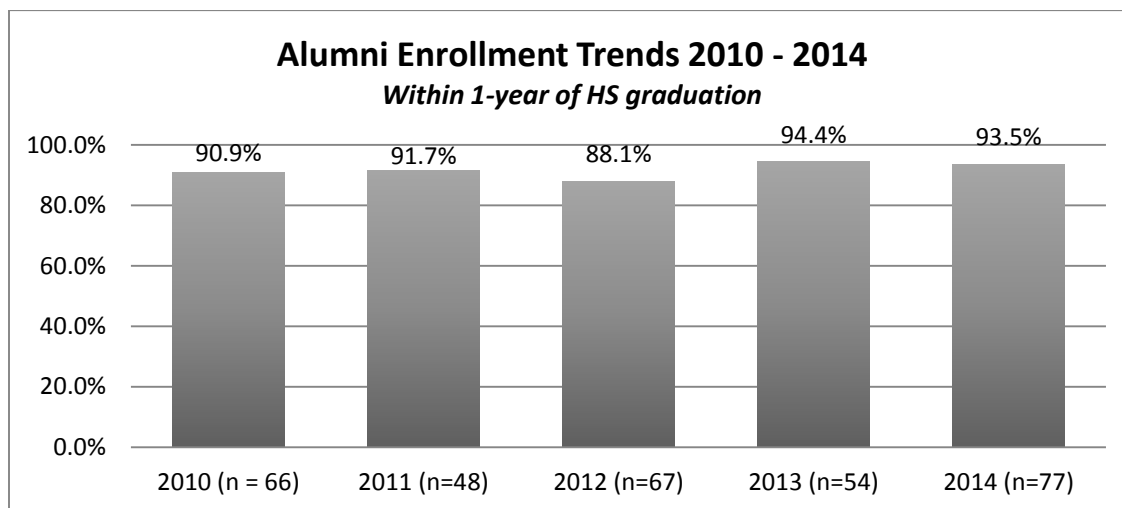
Since its first graduating class in 2005, 100% of Thurgood Marshall Academy graduates have been accepted to college. However, shortly after the first graduates transitioned to college, the school saw a need to support alumni beyond the four years of high school. In 2007, the school began an alumni support program whose impacts were seen immediately. With the development of the Alumni Support Program, from 2007 to 2008, student college enrollment rates increased by 1.5 times. As the program emerged, by 2009, three out of four alumni were enrolling in college within one year of graduating high school.



School Years 2011 - 2015

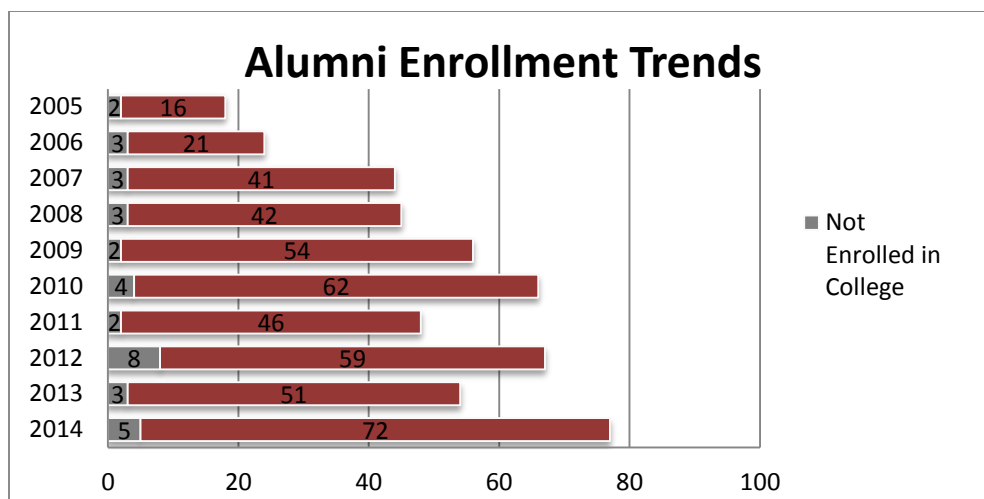
Thurgood Marshall Academy's college and alumni program has been recognized as a national model for low-income students. Staffed by a full-time in-house College Counselor and Alumni Support Manager, the program ensures all students receive the support necessary to apply to, enroll at, and

graduate from college. The Alumni Support program, launched in 2007, was among the first of its kind in charter schools in the District. Students begin engagement with the program during their junior year of high school and stay connected until matriculating through college. The Alumni program provides students with supports such as individual counseling, financial aid in the form of emergency micro-grants, and staff visits to alumni at their colleges. The impacts of the alumni program are evident in enrollment trends that hover around 90% for the past five years.



For the last four graduating classes (2010-2014), on average, over 90% of students enroll in college within a year of graduating from Thurgood Marshall Academy (data for the class of 2015 are not yet fully available). More impressive is the rate of students persevering from freshman year to sophomore year, with over 90% of students returning for their second year. Of the school's nearly 500 alumni since 2005 (class of 2005-2014), fewer than 10% (n = 35) have never enrolled in college.





Thurgood Marshall Academy alumni are graduating college at a rate more than six times higher (62%) than their neighborhood peers (Ward 8 college graduation rate = 10%). Across all college pathway metrics, Thurgood Marshall Academy students are outperforming national and local averages.

Since the first graduating class in 2005, Thurgood Marshall Academy alumni have earned more than \$21 million in scholarships, reducing financial barriers to post-secondary education. Notable full-tuition awards include three Gates Millennium Scholarships, seven POSSE Scholarships, and five Stephen Trachtenberg Scholarships to The George Washington University.

5. Students will build strong character and moral values and will learn to treat fellow students, faculty, and family with respect.

School Years 2002 - 2010

Building a strong school culture was integral in the school's first years. Like many schools, Thurgood Marshall Academy spent the first five years of its history shaping its culture and aligning its Code of Conduct to its mission and academic programming. During this time, the school undertook multiple approaches to student behavior before adopting the school's current behavior model rooted in positive reinforcements and student accountability. While the school saw its largest number of expulsions in 2005-06 (n=11), once a new Code of Conduct and student systems were developed in 2006-07, coupled with an administrative model focused on student supports through a Student Affairs Department, this number decreased to only one the following year and remained at four or fewer through 2009-10. From 2002 to 2010, students were exposed to character-building programming through the Advisory program and supplemental extra-curricular supports through the Programs Department.

School Years 2011- 2015

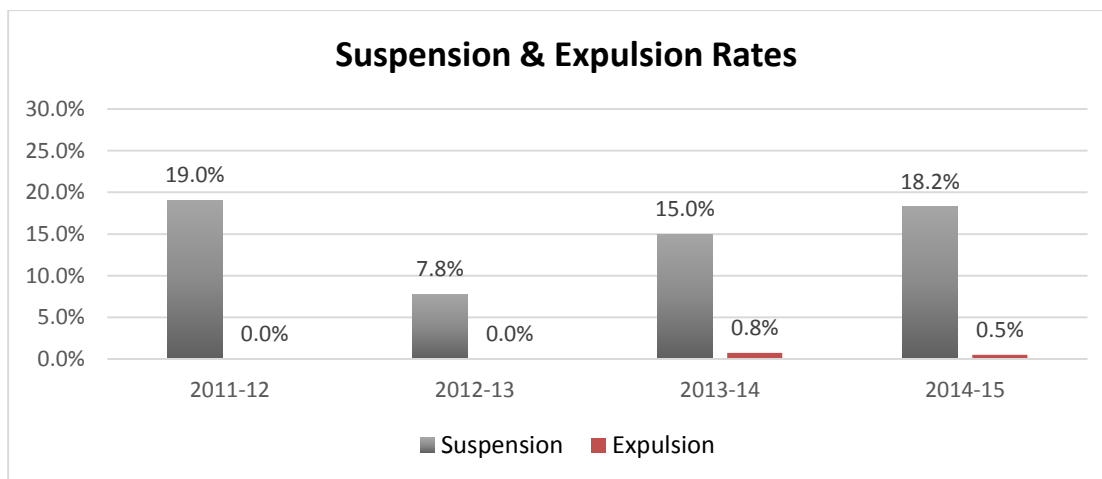
A strong student culture, led by the Student Affairs Department, is the cornerstone of Thurgood Marshall Academy's success. Students are supported by three Deans, a behavior specialist, and a social worker. In addition, in 2014-15, the school added an additional full-time social worker from the Department of Behavioral Health to its support network for students. Since 2012 the school also has partnered with the Wendt Center to offer a trauma group and individual counseling for students who have experienced loss, grief, or trauma. The school implements an Advisory model that is held once

per week to infuse student character development into the program. The Advisory program is spearheaded by the Student Affairs Department.

School culture is founded upon the school's Code of Conduct, which is grounded in recognizing positive behaviors and remedying infractions. The school's Code of Conduct is based on a numeric system which awards positive and negative points. Students track their conduct through the Advisory program. Advisory coordinates with the school's Portfolio program, through which students set conduct goals at six check-points throughout the year and reflect on their ability to meet or exceed their goals. Student ownership of their behavior, coupled with a formal process to set goals and track outcomes, is essential to developing a strong student culture founded on strong student character and moral values.

In addition, the school operates a number of after-school programs geared at building students' character and moral values. Programs have included: Hero, an all-male mentorship program geared at getting young men to college; Sister-Action-Sister-Strength (SASS), an all-female group to empower young women; HBG, a social-emotional support and development program for female students; Connections, a support group for LGBT youth; Visionary Youth Becoming Empowered (VYBE), an emotional and social support group for males and females; and a Mentor Program, which pairs 80 tenth-grade students with mentors annually to provide students with social-emotional support during a pivotal time in students' high school careers.

The in-school support coupled with after-school clubs have resulted in low student expulsion rates and moderate suspension rates. Less than one percent of students has been expelled from Thurgood Marshall Academy. The school's suspension rate has been below the average suspension rate for grades PK-12 in the District, with the exception of SY2014-15, when rates barely exceeded the average by 2.6 percentage points.



6. (a) Thurgood Marshall Academy will achieve on-going viability in terms of fundraising, cash flow, number of students, and attraction of high-quality faculty.
- (b) The Academy will attract committed faculty members and volunteers from a variety of backgrounds to foster the educational mission of the school, including locally and nationally renowned educators, advocates, and professionals.

School Years 2002 - 2010

Thurgood Marshall Academy met all financial obligations between 2002 and 2010 as the school grew from 80 students in a church basement to a 390 student high school in a state-of-the-art facility. Since its inception, the school has relied on outside sources such as private and competitive grants, as well as individuals, to supplement government funding. From early on, the school recognized the need to fund services for students such as college support, wrap-around services, and alumni support not funded by the per-pupil funding. Robust fundraising efforts were indispensable to supporting these parts of the school's programming. In its nascent stages, the school enjoyed fiscal support from a Congressional appropriation to fund the purchase, renovation, and expansion of its facility, the former Nichols Avenue School building. In 2007, the school became the first charter school in the District to obtain New Markets Tax Credits (NMTC). The school's fundraising efforts and conservative fiscal planning ensured that in its first ten years the school was fiscally viable.

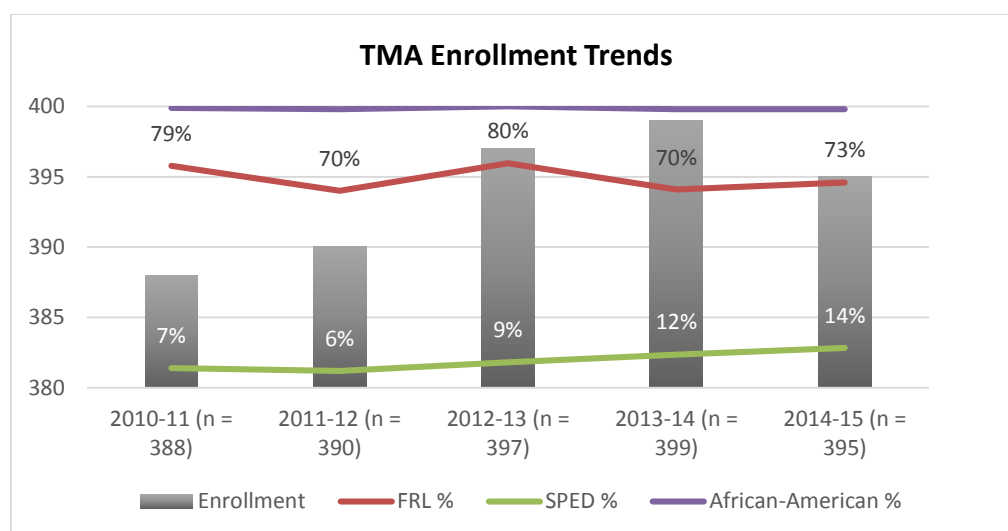
From 2001 to spring of 2006, the school was developing its academic vision and faculty and staff profile as the academic model evolved. In SY 2005-06, seven in ten teachers did not meet the Highly Qualified Teacher (HQT) teacher designation. Teacher and leader turnover was high with four principals in five years prior to 2006. In 2006-07, the school underwent an administrative organizational restructuring and the principal role was eliminated in favor of a dual Academic and Student Affairs leadership model still in existence today. In 2007-08, the school aligned its pay scale to that of the traditional system, refined recruitment practices, and developed a performance-based teacher evaluation tool. By 2007-08, over 90% of teachers met HQT and the school's leadership had stabilized with the same academic leadership from July 2006 through July 2010 (at that point the former academic leader remained at the school through August 2015 in the Executive Director role). Teacher turnover diminished by 2009, and teacher quality and experience were emphasized in the recruitment process.

School Years 2011 - 2015

Thurgood Marshall Academy has been a financially sound organization since its inception. Relying on keen financial scrutiny, innovative financing structures, and robust fundraising, the school's finances have ensured on-going fiscal viability. Moreover, the school's sound fiscal practices have ensured that students and teachers have the resources necessary to support student achievement. Through the years, Thurgood Marshall Academy has consistently attracted donors and grantors who sustain the promise of a quality college preparatory education for young people in Anacostia. A recipient of multiple private and government grants, the school has aggressively pursued outside funding to support student programming. For example, the school has received a 21st Century School Fund grant for three grant cycles to support after-school programming. With support from the Walton Foundation in 2009, the school augmented its science laboratory equipment. Support from the Graham Foundation yielded new history textbooks in 2013. Funding from a Quality Zone Academy Bonds (QZAB) grant in 2009 supported the school infrastructure enhancements. In 2014, the school was the first charter school in the District of Columbia to successfully exit a NMTC transaction, saving the school critical funds over seven years which were essential to supporting academic programming. Raising over \$1 million annually, the school's financial model is grounded in supporting the school's mission and raising student outcomes.

Enrollment at Thurgood Marshall Academy - stability of which constitutes a key element of fiscal viability - has been steadily hovering at the 400 student mark. The school has typically enrolled more female students than males, an outcome of random selection in the lottery process. Over 99% of

students enrolled have been African-American and on average three-out –of-four have qualified for free and reduced lunch. The school has experienced an upward trend in special education student enrollment with enrollment among students in that category doubling in the past five years. Thurgood Marshall Academy has never enrolled any English Language Learners (ELLs), a common trend among Ward 8 schools.



A strong faculty and staff have spearheaded the success of Thurgood Marshall Academy. Since 2009, 100% of teachers have met the Highly Qualified benchmark. More telling has been the experience of teachers. On average, teachers at Thurgood Marshall Academy have more than six years of teaching experience and two out of three hold a graduate degree. More importantly, faculty and staff are seen as leaders in their fields. Among Thurgood Marshall Academy’s faculty and staff have been:

- A recipient of the Mayor’s Arts Award for Excellence in Teaching Visual Art (2011).
- Two Family Engagement Fellows with the Flamboyant Foundation (2012, 2014).
- Two Teach Plus Fellowship recipients (2011, 2013).
- A Mount Vernon History Teacher of the Year winner (2012).
- A Distinguished Fulbright Teacher (2013).
- A Washington Post Distinguished Educational Leader Award recipient (2013).
- An Education Innovation Fellow (2013).
- One of ten teachers from the United States selected to attend The Gilder Lehrman Institute of American History seminar on the transatlantic slave trade at York University in York, England (2013).
- A D.C. Teacher of the Year runner-up (2013).
- A Milken Educator Award recipient (2013).
- A D.C. Presidential Awards for Excellence in Mathematics and Science finalist (2015).

Alongside dedicated faculty and staff has been a cadre of volunteers who have supported students at Thurgood Marshall Academy. Annually, the school relies on over two hundred volunteers to support student programming across after-school enrichment programs and in-school law programs. Each year the school recruits about eighty volunteer mentors for its Mentor Day

Program. Additionally, volunteers from ten law firm partners support the school's Law Day and Law Firm Tutoring Programs, which pair students with law professionals throughout the school year. Firms participating include: Blank Rome LLP; Crowell & Moring LLP; Foley Lardner LLP; Hogan Lovells, LLP; Jenner & Block LLP; King & Spalding LLP; Latham & Watkins, LLC; Vinson & Elkins LLP; Wiley Rein LLP; and Williams & Connolly LLP. Alongside staff, four volunteers from outside partner organizations provide direct service to students through year-long commitments including AVODAH: The Jewish Corp Service and the Lutheran Volunteer Corp. Committed volunteers also support students through participation in after-school tutoring and Homework Help programs along with running after-school clubs such as RepDev (a global-focused club aiming to introduce students to international development), Green Club, Debate, the Aspen Challenge, Robotics, and Student Government Association.

7. The Academy will develop a unique four-year law-related education curriculum with high academic standards to serve as a national model.

School Years 2002 - 2010

Thurgood Marshall Academy was founded on the belief that all children have the right to a first-class education. Partnering with the local law community and founded out of the Street Law clinic at Georgetown Law School, Thurgood Marshall Academy has integrated law-related education into its programming since the school's founding. While the programs have developed and emerged to meet student needs, the cornerstone programming - Law Day, Law Firm tutoring and Street Law - have remained an integral part of the school's offering. In 2007, the Public Charter School Board approved the school's law curriculum and programs as part of a comprehensive curriculum review. The curriculum is founded on five legal skills: argumentation, research, advocacy, negotiation, and critical thinking. These five skills are infused into all core curricula and augmented by exposure to the external legal community.

School Years 2011 - 2015

From 2011 to 2015, the school built upon lessons learned in the first ten years to continue strengthening its flagship programs. Thurgood Marshall Academy's five legal skills continue to be infused into all core curricula as students experience law-related programming in and out of the classroom. For example, students in U.S. Government classes watch a Supreme Court case each year as part of their study of the judicial branch. In years past, students have participated in special programming with the Supreme Court, meeting several Supreme Court Justices including Justices Alito, Kagan, and Sotomayor. Students in physics classes speak to patent law attorneys as part of their Patent Project. Annually, during students' end-of-year portfolio presentations, students demonstrate the application of legal skills in their coursework and extra-curricular activities. During their course sequence, upper grade students can enroll in a year-long Introduction to Law course taught by an attorney who is also a Highly-Qualified teacher. In their senior year, students can elect to enroll in Street Law, co-taught by a Georgetown Street Law Clinic student. The Street Law program seeks to empower students to be active, engaged citizens by equipping them with the knowledge and skills they need to successfully participate in and create change in their communities.

Beyond the classroom, students engage in the school's flagship law related programs. The Law Day program gives Thurgood Marshall Academy 9th graders their first formal exposure to the world of law. Law Day introduces students to specific cases or legal issues and explores the history and underlying legal principles involved. Each participating law firm organizes legal seminars for Thurgood Marshall

Academy students in their downtown offices. This real-world grounding of abstract legal concepts gives students a powerful example of the daily application of enduring legal principles. Law Firm Tutoring, a mandatory program for all juniors, pairs students with adult mentors at six partner law firms. Students travel once each week to the law firms for tutoring and mentoring while gaining hands-on experience of the legal community. Job-Shadow Day, a program geared for sophomores, exposes students to working adults in careers of the students' interest. Students shadow professionals in local and national government, law firms, law-enforcement agencies, businesses, and non-profits seeking not only to understand the professional environment but to assess how the legal skills apply across diverse professions.

Outside of classroom time, students apply the legal skills to a host of extra-curricular activities. Students participate on the Debate Team, which competes in the D.C. Urban Debate League. The team has consistently placed in the top five. Students also engage in the Brown-Bag Guest Speaker Lunch Series which brings professionals in the legal community to share their professional experiences with students. Former presenters have included Skadden Fellows, international development professionals, and an attorney from the Lawyers' Committee on Civil Rights.

A developed curriculum coupled with diverse in-school and out-of-school options exposes students to the principles of law while meeting a high academic standard. Each year, 100% of students participate in law-related programming in and out of the classroom, augmenting their core curriculum.

8. Parents and community members will be involved in the long-term success of both the school and the students and will participate in informational forums, monthly community meetings, and on the Academy's Board.

School Years 2002 - 2010

Since its founding in 2001, when the first parents entrusted their students to a new charter school, families have been the foundation supporting the school's existence. As a result, Thurgood Marshall Academy has enjoyed strong parent and community support throughout its history. The school has dedicated at least one part-time position to serve as a Parent Coordinator since the earliest years. Parent satisfaction surveys in the school's first ten years yielded strong support from families who were drawn by the school's mission and wrap-around services for students. In the Ward 8 community, the school enjoyed strong support from the former Ward 8 Council Member Marion Barry, Ward 8 Democrats, local ANCs, and a host of community based groups including: Greater Southeast Collaborative, Horton's Kids, Higher Achievement, Southeast White House Tutoring, Turning the Page, and D.C. College Success Foundation.

School Years 2011 - 2015

Strong parent and community support has been integral to Thurgood Marshall Academy's accomplishments and student success. Two parent Board members have been active participants on the school's Board of Trustees. The school's part-time Parent Coordinator manages parent relations and organizes parent events. The Parent Teacher Organization (PTO), facilitated by the Parent Coordinator, serves as a vehicle to provide input from families to the school. The grade-specific Deans further ensure that each parent has one central point of contact assigned for every student.

Annually, the school organizes traditional parent-engagement events geared at individual students coupled with parent workshops aimed at educating families and providing necessary support to ensure

student success at Thurgood Marshall Academy and beyond. Parent workshops begin in Summer Prep where parents are exposed to three family events to engage in the school community. Additionally, each year the school hosts:

- Back to School Night: An evening to introduce the school year to parents.
- Open-houses: Five times per year parents are invited into the school to meet with teachers and to review individual student progress.
- Senior Parent Night: An annual event, the evening celebrates the efforts of families in helping their students to reach the pivotal moment of graduation.
- Grade-level Parent Engagement: The Deans host grade-level parent engagement evenings to build relationships with the parents they support and to acclimate them to the resources of the school for specific grade-levels.
- College Access: For families with junior and senior students, the focus of grade-level workshops turns to college. Thurgood Marshall Academy's College Counseling team recognizes the immense importance of engaging parents in the college application process and hosts Senior College Night in September, a FAFSA Help and Information night in December, and a Sophomore/Junior Parent Night in February.

Parent-focused workshops are an integral part of family outreach. Prior workshops have included:

- Fall Portfolio (December) & Spring Portfolio (May): An opportunity for parents to learn strategies to assist and support their students during the school's Portfolio Process.
- Thurgood Marshall Academy Resources (fall): An annual workshop for parents to introduce them to parent resources, including how to use the online gradebook, after-school tutoring, and other support networks within the school community.
- Grading (fall): An overview of high school grading practices, deciphering the GPA calculation, and understanding the importance of grades in the college application process.
- Parent-Student Day of Service (winter): An event aimed at partnering students and parents for a common cause around service.
- Teacher- and Community-led workshops during Open House nights to allow parents to access resources and information in addition to grades. Prior topics included: Organization, Reading Strategies, Academic Writing, Navigating Resources and Advocating for Support, and Teenagers Coping with Stressors.

Parent workshops, hosted at multiple venues and times, are coupled with monthly parent newsletters and annual student celebrations and events. On average, over the past five years, parent participation, as measured by the percentage of parents attending one or more parent event, has exceeded 75%.

9. Low student absenteeism.

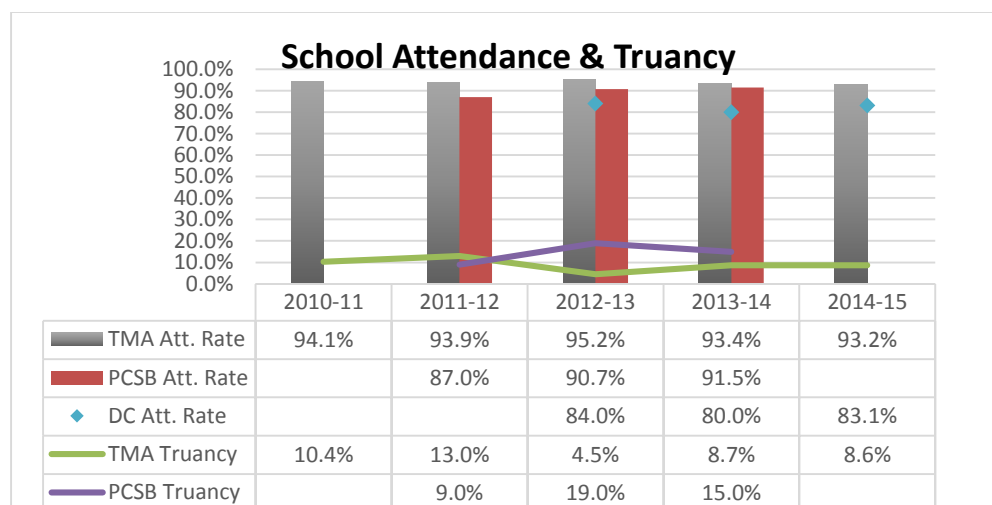
School Years 2002 - 2010

Strong student attendance has been essential to the school's success. Prior to the adoption of the in-seat-attendance rate (ISA) by the District in 2010, the school's average daily attendance rate was above 90%, annually. Students and families recognized the importance of coming to school, and Thurgood

Marshall Academy, through parent outreach efforts and student support systems, was seen by students and families as a safe place for students and one that students enjoyed attending.

School Years 2011 - 2015

Thurgood Marshall Academy has maintained a strong attendance rate among students for the past five years. Since the in-seat attendance rate was implemented in SY2012-13, the school's ISA rate has consistently exceeded 93%, surpassing the Public Charter School Board's target of 92%. In 2013-14, (the most recent year for which data is available) the school's in-seat attendance rate exceeded the charter high school average in-seat attendance rate by 5%. This difference indicates that students at Thurgood Marshall Academy, on average, were in school eight more school days than their peers across the District's charter high schools.



**From 2010-11 to 2012-13 the Average-Daily-Attendance (ADA) rate is shown. From 2013-14 to 2014-15 the In-Seat-Attendance (ISA) rate is shown.*

High daily school attendance has been coupled with low rates of truancy. The school's truancy rate has exceeded 10% only once, in SY2011-12. For all other years, the truancy rate has been at or below 10%, significantly lower than the truancy rate for the District. In 2013-14, the most recent year for which data is available, the school's truancy rate was nearly half of that of the charter sector and more than two-and-a-half times lower than the charter high school average.

Compliance with Charter and Applicable Laws

Thurgood Marshall Academy has not committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities. Thurgood Marshall Academy is accredited by the Middle States Association of Colleges & Schools and earned re-accreditation in 2014-15.

Thurgood Marshall Academy has complied in all material respects with the provisions of its charter. The school has clearly defined rules and policies for operations codified in a Faculty & Staff Handbook used by all teachers and staff members via the school's web site, as well as human resources policies published in a Personnel Policy Manual complying with applicable employment laws, including but

not limited to those regarding sexual harassment, equal opportunity, drug-free workplace, and complaint resolution processes. Both policy documents are reviewed annually.

The school's Articles of Incorporation remain unchanged since the school's founding. The Bylaws were amended, restated, and provided to the D.C. Public Charter School Board in 2012 to comply fully with revisions to the D.C. nonprofit laws. The Board and school leaders consult the bylaws and articles regarding all applicable matters.

Thurgood Marshall Academy has and will continue to ensure the health and safety of students, employees, and stakeholders by maintaining and reviewing regularly robust safety procedures and documents, including but not limited to the items included in the school charter:

- Thurgood Marshall Academy has in place all health and safety procedures required by law, including a fire evacuation plan.
- The school has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the school.
- The school has maintained insurance coverage at levels required by law as specified in its charter.
- The school publishes a complaint policy for students, families, and community members.

The school routinely provides evidence of these policies and procedures to the Public Charter School Board.

Special Education

Thurgood Marshall Academy elected to have District of Columbia Public Schools serve as its local education agency for purposes of the Individuals with Disabilities Education Act since founding. The school is currently working with the D.C. Special Education Cooperative and other support organizations to efficiently transition these responsibilities to Thurgood Marshall Academy beginning in school year 2016-2017.

Procurement Requirements

Thurgood Marshall Academy has complied in all material respects with sections of the School Reform Act (SRA) and its charter pertaining to procurement contracts entered into by or in the name of the School.

Finances

Thurgood Marshall Academy maintains robust internal controls and financial/human resources procedures, and has a proven record of good stewardship of D.C., federal, and privately donated funds. As the school's audited financial statements and the remainder of this section demonstrate, Thurgood Marshall Academy has adhered strictly to Generally Accepted Accounting Principles (GAAP), engaged in careful fiscal management, and is economically viable and sustainable.

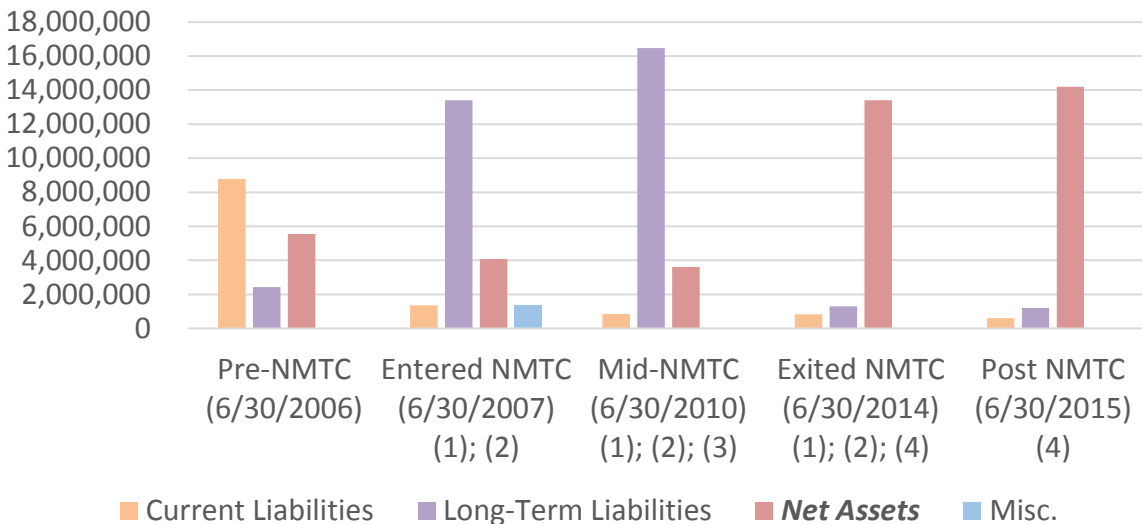
The school outsources both accounting and HR responsibilities to Raffa PC, a specialist in nonprofit business administration, which provides both expertise and a "second set of eyes" that fosters

transparency, review, and rigorous financial compliance. The school maintains financial documents to ensure fiscal compliance, including but not limited to those specified in its charter, such as signed employment contracts, employee evaluations, vendor contracts, budgets and budget-vs.-actual reports, interim financial statements, and inventory. The school operates in accordance with generally accepted standards of fiscal management and maintains systems of accounting that led to a record of “clean” (unqualified/unmodified) audited financial statements.

In addition to the details shared above in Charter Goal 6(a), Thurgood Marshall Academy’s financial and development history includes several unique accomplishments:

- Consistent with its charter, the School developed and maintains relationships with D.C. area law firms that contribute roughly \$400,000 annually in the form of in-kind benefits related to legal programming for students.
- Thurgood Marshall Academy has a consistent record of securing significant private and federal grants; examples include several 21st Century Community Learning Center grants via the Office of the State Superintendent of Education, as well as a Carol M. White Physical Education grant direct from the U.S. Department of Education.
- The school collaborated with the D.C. government for the rejuvenation not only of its 1901 building (extensively renovated in 2004 to 21st-century education and building code specifications) but also of Savoy Elementary School to include a shared gymnasium and teaching garden. (Certificates and licenses for these building have been filed in a timely manner with Public Charter School Board.)
- In February, 2007, Thurgood Marshall Academy was the first charter school in the District to enter into a New Markets Tax Credit (NMTC) transaction. The accompanying chart shows the trajectory and extraordinary outcome of this facility financing (details of the transaction structure are described in the notes to the Audited Financial Statements of the year ended June 30, 2014):
 - In 2006, Thurgood Marshall Academy had an expensive construction loan about to mature.
 - In 2007, upon entering into the NMTC transactions, the school’s current liabilities dropped dramatically, and its net assets position improved. (See chart below).
 - As shown by the mid-point of the 7-year compliance period of all NMTC transactions, these highly structured transactions by their nature involve accumulating long-term debt while conferring tax benefits upon investors.
 - Upon exiting the NMTC in 2014, Thurgood Marshall Academy replaced the transactions with a very small loan, and the NMTC debt was forgiven.
 - As 2015 financials show, via the NMTC financing structure, Thurgood Marshall Academy made a multi-million dollar improvement in its net assets and has extremely low current and long-term liabilities.
 - As part of the 2006 – 2014 NMTC process, Thurgood Marshall Academy planned for and achieved cash reserves that provide for both Operating reserves meeting or exceeded Public Charter School Board standards and liquidity that will allow the school to respond nimbly to capital and other opportunities.

Thurgood Marshall Academy New Market Tax Credits Transaction Overview (2006 - 2015)



- (1) During NMTC, the School's financial statements were consolidated with those of a subsidiary LLC created as part of most NMTC transactions.
- (2) All NMTC transactions have a seven year "compliance period" during which investors receive credits; at the end of this period all transactions are unwound, usually via refinancing. Since the School entered a NMTC transaction in February, 2007, June 2010 constitutes the approximate mid-point of the compliance period.
- (3) "Misc." is the School's interest in the LLC (see note 1) that--by design--diminished over the course of the transaction.
- (4) Net assets are largely unrestricted (temporarily restricted net assets less than \$130K and \$0 permanently restricted).

Thurgood Marshall Academy's systems of careful fiscal management paired with the acumen of the school's leaders and advisors mean that Thurgood Marshall Academy enjoys low debt, financial health, and long-term sustainability.

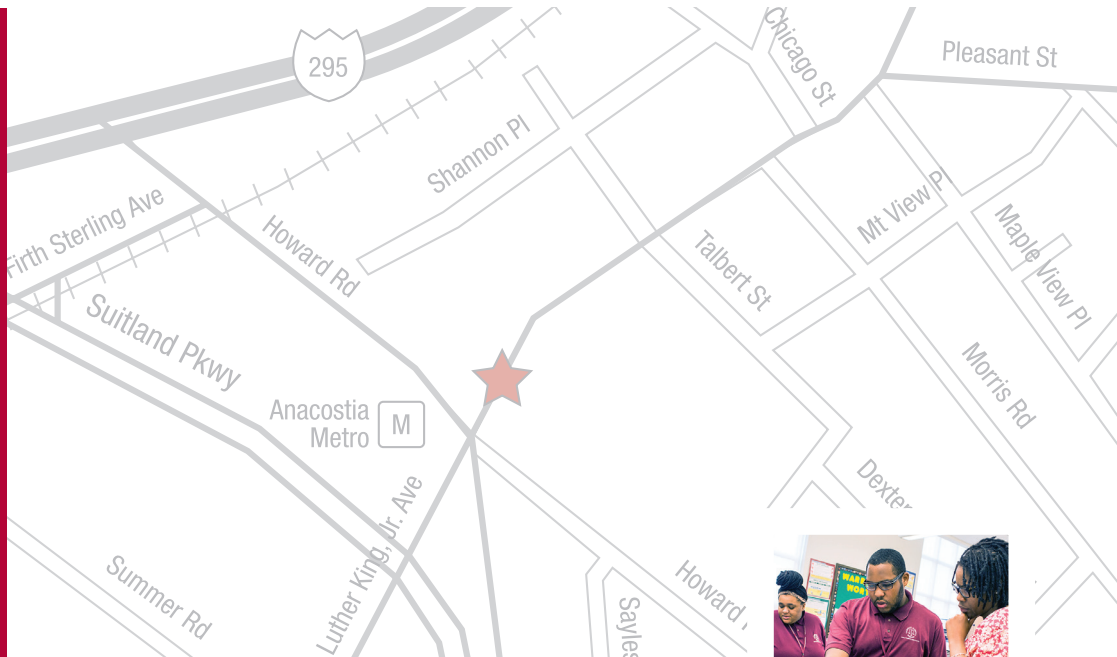
Conclusion

Thurgood Marshall Academy has met or exceeded all of the goals articulated in its original charter and is making significant progress towards its mission to "prepare students to succeed in college and actively engage in our democratic society." The school has also complied with all applicable laws and maintained a strong financial position since opening. As such, we respectfully request that the Public Charter School Board renew the school's charter, without condition, so that we may continue serving families and students in the District of Columbia for the next 15 years.

Appendix B



Public Charter High School



2014-15 ANNUAL REPORT

*Presented by Kannon Shanmugam,
Chair of the Board of Trustees*



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ANNUAL REPORT NARRATIVE

EXECUTIVE SUMMARY

Thurgood Marshall Academy is a law-themed public charter high school in Washington, DC’s Ward 8, founded on US Supreme Court Justice Thurgood Marshall’s belief that all children have the right to a first-class education. Thurgood Marshall Academy’s mission is to prepare students to succeed in college and to actively engage in our democratic society. As the first and only law-related charter school in Washington, DC, the school’s goal is to help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities. The school opened in 2001 with 80 ninth-graders and added a grade each year. In 2014–15, Thurgood Marshall Academy served 395 students in grades 9–12.

To accomplish its mission, Thurgood Marshall Academy functions as both a school and a youth development organization by integrating a rigorous college-preparatory curriculum with in-school and after-school support programming such as academic tutoring, personalized mentoring, enrichment activities, a Summer Prep program for rising 9th graders, and one-on-one college guidance. To provide these supplemental programs, Thurgood Marshall Academy has developed a network of over 50 partnering organizations that provides financial and in-kind support and connects the school with more than 200 volunteers. Throughout all of its academic and enrichment activities, Thurgood Marshall Academy seeks to engage parents and families with frequent communication and opportunities to be involved in and to support their child’s progress through a college-preparatory school.

Thurgood Marshall Academy’s curriculum and instruction are designed to prepare students for the rigor of a college education. The school offers a college-preparatory curriculum rich in electives and advanced courses, but since the majority of its students enter the 9th grade with 5th or 6th grade reading and math skills, the college-preparatory coursework must also be coupled with intense remediation. Instructional planning is guided by a benchmark assessment program that is aligned to Common Core Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC). A benchmark assessment program makes it possible for teachers to use a battery of data to differentiate instruction, measure mastery of standards, and modify teaching plans as necessary.

In 2014–15, achievements included the following:

- Continuing Thurgood Marshall Academy’s 11-year tradition, one hundred percent of seniors in the Class of 2015 were accepted to college. Among these students, 61% were also accepted to two or more colleges. Students were accepted to a total of 77 different schools, including The George Washington University, the University of Rochester, Smith College, American University, and University of California, Los Angeles.
- Thurgood Marshall Academy’s alumni college enrollment, retention, and graduation rates continue to exceed those of their peers in Washington, DC. One hundred percent have been accepted to college; over 90% attend college within the first year of high school graduation; and 94% of alumni persist into their sophomore year of college. Most notable, Thurgood Marshall Academy alumni are graduating college at rates five times higher than their neighborhood peers, truly fulfilling the school’s mission and changing their communities. Across all college pathway metrics, Thurgood Marshall Academy students outperform national as well as local outcomes, as evidenced by the 62% five-year college graduation rate among Thurgood Marshall Academy graduates versus the 54% national average.

- A senior student was selected as a 2015 Milken Scholar. The highly competitive, national program selected 29 students to earn scholarships and access to national resources and networks to support the scholars in their academic and professional careers.
- Scholarship awards to students in the Class of 2015 totaled over \$4.4 million. One student received a Gates Millennium Scholarship, a last-dollar award that covers a student's undergraduate expenses, as well as graduate degree expenses in select fields. The Gates Millennium Scholarship is a national, competitive award offered to minority students who demonstrate academic excellence and leadership through community service and extracurricular activities. Only seven students in the District received this scholarship in 2015.
- Thurgood Marshall Academy launched a College Counseling Institute to share experiences, best practices, and recommendations that improve college counseling and alumni support, graduation, college acceptance, and college retention rates for students in Washington, DC, public and public charter schools. The year-long program shared effective solutions that create a college-going culture, manage and improve the college application process, focus standardized testing for college success, and clarify the financial aid process.
- National recognition included an extensive profile in the online magazine *Politico*, which called Thurgood Marshall Academy “one of the crown jewels of the D.C. charter system.” The article described the school's tools for building students' success: a clear legal theme, rigorous and innovative curricula, strong leadership, veteran educators, emphasis on college counseling, and also the fact that, “First, someone—and probably more than one person—takes an interest in them each day.”
- In January 2015, *US News & World Report* in its Best High Schools Rankings identified Thurgood Marshall Academy as the 3rd highest performing high school in the District of Columbia. Thurgood Marshall Academy placed behind two highly-selective magnet schools and was the only charter school in the District included on the national list, receiving a Silver level ranking; *US News & World Report* ranks schools based on academic indicators including college readiness; reading and math proficiency; and student-teacher ratio.
- Thurgood Marshall Academy students competed in The Aspen Challenge, a national competition for high school students to display solution-oriented projects for the world's most pressing issues. Students worked alongside five neighborhood charter schools to address ongoing poverty issues in the District. The Aspen Challenge, launched in a new city each year, provides an opportunity for students to engage with leading global visionaries, artists, and entrepreneurs.
- Fifteen students participated in international study-abroad experiences in the summer of 2015, including six students who traveled to Tanzania to participate in a global service learning project; six students who immersed themselves in the cultures of Spain and Morocco through a cultural exchange; and three students who visited Costa Rica through the school's Spanish Department.
- During the DC Association of Public Charter Schools' 2015 DC Charter School STARS Tribute Awards, Thurgood Marshall Academy students were finalists in six categories, with three students winning the “Most Improved Student” and “Most Outstanding Student” titles as well as the Charter School HOPE Award.
- A Thurgood Marshall Academy senior won an art contest to design the National Conference on Race and Ethnicity in American Higher Education (NCORE) graphic for the 2015 conference.

The following report provides details of how Thurgood Marshall Academy's programs work together to prepare young people in the District of Columbia to succeed in college and beyond.

I. SCHOOL DESCRIPTION

I.A. MISSION STATEMENT

Founded on US Supreme Court Justice Thurgood Marshall’s belief that all children have the right to a first-class education, *Thurgood Marshall Academy Public Charter High School’s mission is to prepare students to succeed in college and to actively engage in our democratic society.* As the first and only law-related charter school in Washington, DC, Thurgood Marshall Academy’s goal is to help students develop their own voice by teaching them the skills lawyers have —the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities.

Location and Facilities

Thurgood Marshall Academy is dedicated to providing accessible, world-class facilities to all students in Washington, DC. The school building sits on approximately one acre of land across the street from the Anacostia Metrorail station at the gateway to Historic Anacostia. The main building and adjacent gym (shared with Savoy Elementary, a District of Columbia Public School, via a unique partnership) constitute the perfect home for Thurgood Marshall Academy due to the facilities’ proximity to the homes of Thurgood Marshall Academy students and families (roughly 85% of whom reside in Wards 7 and 8) as well as accessibility by Metro for the school’s approximately 200 volunteers from throughout the city.

The school provides students with one library, three science laboratories, one art room, one music room, two health/physical education classrooms, one moot courtroom, one gymnasium, one fitness room, and a computer laboratory. All classrooms provide students with ample opportunities for college preparation and challenging coursework. Thurgood Marshall Academy’s student/classroom ratio is 12:1 and its teacher/classroom ratio is 1.5:1. All classrooms have access to a wireless network, projectors with audio capabilities, and interactive whiteboard technology.

Student Characteristics

In the 2014–15 school year, Thurgood Marshall Academy had the following student demographics:

Student Characteristics Table: Thurgood Marshall Academy	
Number of students enrolled, by grade level	Grade 9: 136 Grade 10: 93 Grade 11: 94 Grade 12: 72
Percentage of students with special education IEPs	13%
Percentage of students qualifying for free or reduced lunch	73%
Average in-seat attendance	93%
Promotion Rate	92%
Number of seniors taking SAT	100%
Average SAT Scores	Math: 432 Critical Reading: 442

Also of note is Thurgood Marshall Academy’s withdrawal rate. The school’s reported rate is 12.2%, but one out of two mid-year transfers represented students who either moved out of the District of Columbia or were placed in full-time special education placements. If one factored out these extenuating circumstances, the rate would be 6%.

Thurgood Marshall Academy Faculty and Staff

Thurgood Marshall Academy's greatest asset is its highly talented and dedicated faculty and staff. Their willingness to reflect on student performance and make changes to improve the quality of their teaching makes professional development a high priority at Thurgood Marshall Academy.

At the heart of Thurgood Marshall Academy's academic performance is its workforce of teachers whose experience and expertise ensure student success and mastery. In the 2014–15 school year, Thurgood Marshall Academy's 34 FTE teachers had an average of 6.5 years of experience in the field; no faculty member was new to teaching. Additionally, more than 70% held graduate degrees. Thurgood Marshall Academy employed:

- 4 science teachers;
- 6.5 English teachers (one part-time with social studies);
- 5.5 social studies teachers (one part-time with English);
- 6 math teachers;
- 3 Spanish teachers;
- 5 specialty (i.e., art, music) teachers; and
- 4 special education teachers.

I.B. SCHOOL PROGRAM

Thurgood Marshall Academy is a law-themed, college-preparatory public charter high school in Washington, DC's Ward 8. In 2014–15, Thurgood Marshall Academy served 395 students in grades 9–12, as well as a network of over 500 alumni.

During the 2014–15 school year, Thurgood Marshall Academy sustained its status as one of the most successful high schools in the District of Columbia. Academic outcomes, including college acceptance and graduation rates, grade-level promotion, and standardized test scores indicate the effectiveness of the school's programs, which combine a college-preparatory curriculum, targeted remediation, comprehensive enrichment and after-school activities, and a signature focus on legal skills.

I.B.1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Curriculum Design

Thurgood Marshall Academy's curriculum prepares students for the rigors of a college education. Each year, the school offers a college preparatory curriculum rich in electives and advanced courses, but since the majority of students enter the 9th grade with 5th or 6th grade reading and math skills, college preparatory coursework must also be coupled with intense remediation. All of Thurgood Marshall Academy's English and math courses align to the Common Core Standards, while science classes align to the Next Generation Science Standards. Social studies courses align with the DC Social Studies standards. As in previous years, subjects that do not currently have DC standards meet national standards and reflect alignment to Common Core Standards in English and math, where appropriate. During the summer of 2013, academic leadership worked with select faculty members to re-write the curriculum to align with Common Core State Standards, as needed. In the summer of 2014, the school undertook revisions to its science curriculum to align with the Next Generation Science Standards. The following provides an overview of the curriculum, beginning with the lower grades, where grade-level instruction is

paired most significantly with remediation, moving into the upper grades, where instruction in content areas is enhanced by concentrated college preparation.

Reflecting best practices observed in years past, the 9th and 10th grade curriculum for 2014–15 included double-block scheduling for reading and math for all students. Double-block courses allowed all lower-grade students to receive both grade-level appropriate college preparatory coursework and remedial instruction in English and math from classroom teachers. Students' remedial needs were determined by their performance on internal benchmark testing as well as by teachers' assessments. Instruction focused on meeting students' academic needs through targeted instruction in English and math. Students with advanced academic skills were challenged in honors courses in both areas.

Because approximately 55% of students entering Thurgood Marshall Academy in 2014–15 demonstrated skills below the 5th grade level in reading and math, Thurgood Marshall Academy continued to provide academic support services targeting the lowest-performing students. Using the results of the grade-level diagnostic assessments that incoming 9th and new 10th graders took during the 2014 Summer Prep program, school administrators and teachers determined which students had the most severe reading and math deficiencies. Thurgood Marshall Academy offered additional math and reading resource support either during the school day or after school to students with skills below the 5th grade level. Smaller class sizes and a peer group of students with skills at similar levels created a supportive environment for learning. In addition to academic skills, the gains that students experienced in these courses increased students' confidence and self-esteem, making it much more likely that they would also succeed in their core English and math classes.

Finally, while the additional supports of math and reading workshops target students with the greatest academic deficiencies, Thurgood Marshall Academy also targets students in the middle of the achievement spectrum who fall below proficiency in math. Starting in November, after teachers and administrators have analyzed first quarter formative and summative assessment data, Thurgood Marshall Academy employs two math instructors to provide supplementary math instruction for 20 students on Saturdays. Supplemental curriculum and instruction is given to support students' needs based on student level data. Classes are taught from 8 am to 12 pm, thereby giving a student an additional 16 hours a month in math instruction. These classes focus on individual student deficits with an emphasis on pre-teaching upcoming content to further improve students' access to math content. During the 2014–15 school year, one-third of 10th graders participated in Saturday Math Sessions.

As students rise through the grades and increase their proficiency in grade-level skills, the focus moves from remediation to intense college preparation. Students in 11th and 12th grade complete supplemental work in English classes to enhance the skills that influence college course placement. Additional college-focused coursework includes a Senior Seminar course for all seniors in which they complete all of the steps of the college application process and prepare for the transition to higher education.

Recognizing the importance of bolstering SAT scores to ensure that students have the necessary prerequisites to submit competitive college applications, Thurgood Marshall Academy required all 11th graders to enroll in a half-year intensive SAT preparation course. Students in the course received free access to a Kaplan online SAT course and supplementary materials. Thurgood Marshall Academy also partnered with the Carver Group to offer an additional after-school SAT course; 8 juniors and 4 sophomores took advantage of this program. SAT Prep initiatives have been successful in bolstering the test scores of Thurgood Marshall Academy seniors compared to those of their counterparts throughout the city. The Class of 2015 SAT test takers, 99% of whom were African-American, scored an average of 874 (math and verbal combined), 43 points higher than the Class of 2014's combined average of 831.

The school's array of 24 Honors and Advanced Placement (AP) course offerings, its dual enrollment opportunities, and its early college access partnerships with colleges constitutes another key element of the college preparatory curriculum. Honors and AP courses offer additional options for students in all grades to challenge themselves with more advanced material in preparation for college. In 2014–15, students in every grade continued to have the opportunity to take Honors English and math courses. Thurgood Marshall Academy also offered Honors courses in: Biology, Physics, Chemistry, World History I and II, Spanish II, and Spanish III.

Thurgood Marshall Academy's AP classes are approved by the College Board. In 2014–15, Thurgood Marshall Academy offered five AP courses, three of which were in extended class periods: US Government & Politics, US History, English Literature, Computer Science, and Calculus AB. In 2015–16, Thurgood Marshall Academy will add AP Chemistry and AP Statistics to provide students with additional advanced opportunities to study math and science at the collegiate level.

Finally, the school's curricular design integrates law-related components across the curriculum—from explicit legal courses to law projects in STEM classes—and links that course work to after-school activities in partnership with the metropolitan Washington legal community (as detailed in the Key Mission-Related Programs section). The chart below shows how the school integrates regular, remedial, honors, AP, and legal course work across the four grade levels.

2014–15 Course Offerings				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Social Studies	<ul style="list-style-type: none"> World History I Honors World History I 	<ul style="list-style-type: none"> World History II Honors World History II DC History & Policy 	<ul style="list-style-type: none"> US History AP US History Introduction to Law* 	<ul style="list-style-type: none"> US Government AP US Government & Politics Street Law*
English	<ul style="list-style-type: none"> English 9 Honors English 9 	<ul style="list-style-type: none"> English 10 Honors English 10 	<ul style="list-style-type: none"> English 11 AP English Literature 	<ul style="list-style-type: none"> English 12 AP English Literature
Math	<ul style="list-style-type: none"> Algebra I Honors Algebra I 	<ul style="list-style-type: none"> Academic Workshop Geometry Honors Geometry Honors Algebra II 	<ul style="list-style-type: none"> Algebra II Honors Algebra II Pre-Calculus Honors Pre-Calculus 	<ul style="list-style-type: none"> Pre-Calculus Honors Pre-Calculus Statistics AP Calculus AB
Science	<ul style="list-style-type: none"> Applied Integrated Science Biology Honors Biology 	<ul style="list-style-type: none"> Biology Honors Biology 	<ul style="list-style-type: none"> Chemistry Honors Chemistry AP Computer Science* Physics Honors Physics 	<ul style="list-style-type: none"> AP Computer Science* Physics Honors Physics Environmental Science* Advanced Chemistry (H)
Foreign Language	<ul style="list-style-type: none"> Spanish I 	<ul style="list-style-type: none"> Spanish I Spanish II Honors Spanish II 	<ul style="list-style-type: none"> Spanish II Honors Spanish II Spanish III Honors Spanish III 	<ul style="list-style-type: none"> Spanish III Honors Spanish III

2014–15 Course Offerings			
Other	<ul style="list-style-type: none"> • Computer Applications • Physical Education I • Resource Workshop • Reading Workshop • Math Workshop 	<ul style="list-style-type: none"> • Health • Resource Workshop (10) • Reading Workshop • Math Workshop 	<ul style="list-style-type: none"> • Advanced Computer Applications* • Advanced Music* • African American Studies* • American History through Film and Music* • AP Computer Science* • Art I • Art II* • Debate* • Drama* • Introduction to Business* • Music I • Physical Education II • Psychology* • SAT Preparation • Senior Seminar • Sociology* • Yearbook*

* Denotes an elective course.

Instructional Approach

Thurgood Marshall Academy continued to use the Workshop Model of Instruction as its basic instructional framework during the 2014–15 school year, as it has since the school’s inception, to provide a college preparatory curriculum. Teachers and administrators also continued to employ its innovative Benchmark Assessment Program, which made it possible for teachers to use the very latest student achievement data in English and math to tailor classroom instruction to the individual needs of each student.

The Workshop Model has three main components: direct teaching, shared practice/learning, and independent practice/learning. This model accommodates a number of learning and teaching styles. Commonly referred to as the “to, with, by” model—instruction begins “to” students, moves into shared practice “with” students, and finally the work is done “by” students—the method both enables students to become independent learners and encourages teachers to use a range of instructional styles. Using the principles of Marzano’s “Critical Thinking Yardstick” of learning domains within the Workshop Model, teachers challenge students to apply what they have learned to new, complex, and open-ended problems, thus moving students beyond rote knowledge to higher-order understanding.

Thurgood Marshall Academy teachers continued to use assessments to organize lesson planning in 2014–15. The school’s assessment program for 9th and 10th grade students consists of two linked components: the Scantron Achievement Series, a comprehensive, standards-based Benchmark Assessment program that is aligned to the PARCC; and Performance Series, a grade-level diagnostic in reading and math. Greater details on Thurgood Marshall Academy’s Benchmark Assessment Program appear below.

Although 11th and 12th grade students are not required to take standardized benchmark assessments, teachers at these grade levels regularly employ formative assessments (i.e., quizzes, essays, and reports) to probe student comprehension and performance. This information is then used to reorganize teaching plans as needed. Mid-term and final exams offer a summative assessment of total student achievement. Preparation for higher education, which often employs summative assignments and tests, becomes increasingly important as students move through upper-class coursework. The academic growth of 11th

and 12th grade students is also measured through PSAT and SAT scores (discussed above in Curriculum Design).

Benchmark Assessment Program

In 2014–15, Thurgood Marshall Academy’s Benchmark Assessment Program continued to assist teachers in planning and executing the English and math curriculum as well as tailoring instruction to students’ individual needs. The benchmark assessments were aligned to the state standards and provided teachers with frequent data on individual student performance.

The Benchmark Assessment Program consisted of two linked components: the Scantron Achievement Series—a comprehensive, standards-based Benchmark Assessment System that is aligned to the PARCC—and Performance Series, a grade-level diagnostic in reading and math. The Scantron Achievement Series assessments, administered every six to eight weeks to students in grades 9 and 10, helped teachers monitor student mastery of standards and also counted toward students’ grades in their English and math courses. Teachers administered the Performance Series grade-level diagnostics at the beginning and the end of the school year for all 9th and 10th grade students; this assessment allowed teachers and administrators to assess grade-level growth in English and math.

During the summer 2014 Teaching Academy, all teachers received extensive training on the Benchmark Assessment Program. Training was also provided in professional development sessions throughout the school year. This enabled teachers to use assessment data to track individual student performance and differentiate instruction. Within a week of each benchmark assessment administration, half-day professional development days were scheduled to allow 9th and 10th grade teachers to review student data and identify curricular changes.

Professional development on the Benchmark Assessment Program focused on using the Scantron system to track each student’s performance. Teachers reported that the assessments helped them align and coordinate instruction within departments, improve classroom management, and determine how individual grading policies compared with those of other teachers within their departments.

During the 2015–16 school year, Thurgood Marshall Academy will continue to evaluate students in 9th and 10th grade English and math courses on a regular basis using internal benchmark and the Performance Series.

Professional Development Program

The 2014 –15 school year began with an intensive, two-week Teacher Academy. New teachers received an additional day of training to acclimate to Thurgood Marshall Academy’s program. Thurgood Marshall Academy provides time for all teachers to collaborate in departments and grade levels for curriculum design and implementation. Teachers focus on vertical and horizontal alignment of the curriculum and collaborate in professional learning circles to improve their work. The 2014 Teacher Academy included an initiative titled “Critical Friends,” which gave each teacher the opportunity to have a Portfolio project and major assessment reviewed by their grade level team and their subject area departments. “Critical Friends” sessions allowed teachers to make changes to older projects and assessments, to give Thurgood Marshall Academy’s community of educators insight into what other teachers expect of their students, and to inspire collaboration amongst the faculty in a peer model. Other areas of focus during the 2014 Teacher Academy encouraged educators to build better relationships with students, create effective classroom management plans, and use technology to strategically connect with students as the digital era continues to expand. Incorporating technology and other tech-related strategies into communication

patterns among teachers and students creates a way to effectively and regularly update students on class assignments and other upcoming projects.

In 2014–15, professional development (PD) provided time for teachers to share best practices and research, align curriculum to departmental goals, and monitor skills. A significant change made this year to professional development was the creation of “Learning Routines,” the goal of which was to implement “bite-sized” critical thinking strategies that promote contemplation and deep analysis among students, particularly during class discussions and written reflections. The “Critical Friends” initiative continued this year, as teachers found this initiative effective in improving the overall rigor of instruction and teacher culture due to insightful peer-to-peer teacher feedback.

The regular professional development calendar in 2014–15 included weekly conferences with department, grade-level, and professional development groups, which met on a rotating schedule. In response to teacher feedback, the program allowed teachers to choose one of six session tracks for the PD groups, which were led by other faculty and staff. Sessions changed each semester and included the following programs: Implementing Common Core Reading and Writing Across Curriculum; Effective Ways to Have Difficult Conversations in the Workplace; and Strategies that Meet Work Goals; and Work You Plan, designed for new teachers. Beyond the weekly meetings, teachers participated in four half-day professional development sessions on Benchmark data results (9th and 10th grade teachers) and student achievement goal-setting (11th and 12th grade teachers). School year 2015–16 will include similar cross-discipline programming.

The Instructional Coach continued to work individually with teachers throughout the 2014–15 school year to provide coaching in a collaborative manner. The Instructional Coach spent four hours per day observing teachers’ classes, meeting with them in small groups and individually, and giving them feedback on best practices. Teachers reached out to the Instructional Coach if they had problems with curriculum development, lesson-planning, or classroom management. The support provided by the Instructional Coach gives early career and veteran teachers the support necessary in a coaching and supportive manner.

Considering 2014–15 was the school year for the first administration of PARCC in the District of Columbia, the Instructional Coach increased the number of department meetings from ten meetings a year to twenty. The meetings, which included the chair of each academic department, were designed to inform and familiarize teachers with the PARCC alignment standards and implement teaching strategies that would better prepare students for PARCC. Chairs and staff from each academic department participated in the bi-monthly meetings as a way to create a cohesive unit exam strategy based on Common Core standards that would challenge students to perform academic tasks that would prepare them for PARCC throughout all subject areas.

Faculty members also participated extensively in the national professional development community, attending conferences with professional organizations such as the Gilder Lehrman Institute Summer Teaching Program, Project Zero Summer Institute, and the Teachers College at Columbia University. Social Studies teachers also had the opportunity to participate in and collaborate with teachers at various DC schools, both public and private, and to share best practices in their fields at the Washington International School Summer Institute for Teachers in the summer of 2014.

Math and English teachers attended national conference for professional groups in their respective subject areas. Advanced Placement teachers participated in College Board trainings in English, Statistics, and Chemistry. The Special Education Coordinator along with academic leaders attended a symposium on special education law. Academic leaders attended the ASU+GSV Summit in Arizona to immerse themselves in learning innovation and instructional technology. Further, leaders participated in

conferences hosted by Schools That Can in New York. The Director of Student Supports was selected for a year-long Aspiring School Leaders Fellowship through Teach for America. Additionally, the Director of Student Affairs participated in a yearlong selective training by the Institute for Educational Leadership.

Finally, professional development at Thurgood Marshall Academy includes opportunities and support for faculty and staff members to expand their individual formal training. In 2014–15, staff members were offered a \$1,000 professional development tuition reimbursement.

I.B.2. PARENT-INVOLVEMENT EFFORTS

During the 2014–15 school year, 63% of parents attended an event at Thurgood Marshall Academy. The involvement of parents and guardians is an essential component of student success, and Thurgood Marshall Academy works closely with parents and guardians to address the needs of each student. Each parent meets with staff when his or her child first enrolls at the school to learn about the school's curriculum, programs, and behavioral expectations. All families are asked to sign a Family-Student-School Compact, which details the roles of the school, the student, and the family in academic success. The Compact outlines to families the specific steps by which they can support their student's learning.

Families are also integrated into school leadership and program development to ensure that the school receives input from those who are closest to the students it serves. Parent members of the Board of Trustees ensure the representation of family needs in the school's programming and also help foster communication to parents about the school. This school year, two parents served as Trustees.

Thurgood Marshall Academy communicates consistently with parents about their students' progress through many channels: progress reports that are issued every three weeks; quarterly report cards; Open Houses; newsletters; and Portfolio presentations, where parents serve as members of the panel (biannually for 9th graders and annually for other students). Teachers and administrators communicate with parents on a regular basis about their child's academic and behavioral progress; every teacher commits to making at least 15 parent contacts per month. In 2015–16, the school will continue to communicate with parents through these systems.

Recognizing the importance of creating an online resource for families, Thurgood Marshall Academy's website has a tab dedicated to parents that provides access to information on a variety of topics including graduation requirements, course offerings, dates of Open Houses and Parent Teacher Organization (PTO) meetings, a report card schedule, and homework blogs. The school website also features a faculty and staff directory, including links to email addresses. In addition to the school-wide website, several teachers have launched their own websites, accessible through the parent tab, to keep parents informed of class objectives and goals, upcoming tests and quizzes, and supplies their students may need.

Grade-Level Parent Engagement

Parents and guardians have the opportunity to connect with grade-level Student Deans at various meetings—both formal and informal—held throughout the school year. In 2014–15, the Student Deans built relationships with parents through engagement tools that included phone calls, mailings, and in-person meetings. The engagement opportunities informed parents of student performance and supports in place that were available to help them succeed academically. The tactic provided an opportunity for Student Deans to implement learning strategies and interventions for under-performing students alongside their parents to create an inclusive process that led to better academic performance.

In 2015–16, the Student Deans will hold mid-year, evening meetings for parents and guardians to help them understand the specific resources available for students in every grade as well as grade-level

promotion requirements. These sessions will help families keep the “big picture”—high school graduation and success in college—in mind as students begin the college research and application process. Parents will also have the opportunity to give feedback on these sessions: grade-level Student Deans distribute surveys at the end of each workshop to gauge the effectiveness of the session and make alterations that help families fully comprehend the school’s academic and after-school programs and resources.

College Access and Parental Engagement

For families with junior and senior students, the focus of grade-level workshops turns to college. Thurgood Marshall Academy’s College Counseling team understands the immense importance of engaging parents in the college application process in order to change the educational landscape of Ward 8. The College Access Initiative—which includes a required Senior Seminar, an SAT Prep course, college visits, scholarship programs, and financial planning workshops—serves not only students, but also their parents, reflecting the fact that the college application process involves entire families.

At the beginning of each school year, the College Counseling team creates a calendar of parent- and family-centered events, for students and their parents. These events include the Senior College Night in September and the FAFSA Help & Information Night in December. During the Senior College Night, the College Counselor and the Alumni Coordinator meet with families to discuss the expectations of each student during their senior year to ensure that both the students and their families understand their roles not only in submitting college applications but also in successfully matriculating at college the following autumn. The FAFSA Help Night introduces parents to the many resources available to help families support the costs of college, the most prominent of which comes from the submission of the FAFSA. This assistance helped 100% of seniors complete a FAFSA application in 2014–15.

Thurgood Marshall Academy’s website provides another link between parents and the college application process. Parents can track their students’ college applications through Naviance, an online college application tracking system that shows student progress in applying to colleges. This helps increase student-parent accountability within the family and leads to an at-home environment that supports academic achievement with the goal of graduating high school and attending college.

The College Counseling team also hosts a Sophomore/Junior Parent College Night in February that helps families and students understand the college application process. This year, the College Counseling team led a performance workshop for parents at which they took on roles as college admission representatives and determined if their junior-level students would be admitted to college based on sample applications. Parents are also invited, but not required, to attend all after-school college counseling workshops during the school year, which also include college application help nights, scholarship application help events, the school’s annual College Fair, the annual College Acceptance Ceremony, as well as the Senior/Parent Dinner, an annual celebration of the accomplishments of the graduating class.

School-Wide Parent Workshops

A series of five Parent Workshops, coordinated by the school’s Academic Director, helped parents and families gain a deeper understanding of Thurgood Marshall Academy’s academic program, resources available, programs, and events that take place at the school each year. The list below provides a detailed outline of the workshops that took place during the 2014–15 school year.

1. *Parent Teacher Organization (PTO) Interest Meeting (November 2014)*: In an effort to help families get more involved and invested in activities coordinated through the Parent Teacher Organization, Thurgood Marshall Academy hosted an interactive event that informed parents and/or guardians about the

number of ways in which they can serve the school and their student throughout the school year. During the meeting, parents expressed their interests in facilitating upcoming parent/student events and volunteered to serve as liaisons for various committees. Research suggests that secondary education students believe that they can do better at school if they know that their families are interested in their school work and expect them to succeed. Therefore, the PTO serves as an opportunity for involved parents to steward other parents, encouraging them to become equally involved in their child's academic performance.

2. Fall Portfolio Workshop (December 2014): Portfolio, a year-long, cross-curricular program, is one of Thurgood Marshall Academy's signature programs. It is, additionally, a graduation requirement for all students. The school dedicated an entire workshop to the topic of Portfolio because it is such a prominent part of students' academic experience throughout all four grades, and because parents have the opportunity to attend their child's presentations. The workshop also shared strategies that parents could use to assist students in the process of preparing Portfolio projects and presentations. For more details on Portfolio, please see section II.A.1 Achievement of Mission - Key Mission Related Programs.

3. Parent/Student Day of Service (January 2015): As a way to provide innovative ways for parents to be part of their students' overall academic and civic performance, Thurgood Marshall Academy organized a Day of Service on Martin Luther King, Jr. Day within blocks of the school's campus. In partnership with We Feed Our People, students and parents shared in the organization's mission and provided nutritious meals and warm clothing for homeless citizens in the nation's capital. Students earned community service hours for their participation while parents expressed the impact the service project made to the Ward 8 community.

4. FreshFest (March 2014): The Green Club partnered with the Parent Teacher Organization to co-sponsor FreshFest, an inaugural event that brought together the student body and their parents for an informed, interactive session on Thurgood Marshall Academy's home garden. During a garden tour led by Green Club members, parents and guardians purchased organic vegetables and fruits, learned more about healthy eating, and were informed about Supplemental Nutrition Assistance Program (SNAP) and other resources that promote healthy living. The event ended with a cooking demonstration.

5. Spring Portfolio Workshop (May 2015): Thurgood Marshall Academy hosted an additional, end-of-year Portfolio workshop for families to share strategies that parents can use to assist students in the process of preparing Portfolio projects and presentations.

Thurgood Marshall Academy also assigns approximately 50% of a full-time employee's responsibilities to the role of Family Coordinator in order to work with parents individually and to help coordinate the Parent Teacher Organization (PTO). The PTO holds quarterly meetings and hosts a variety of social and informative activities. In 2014–15, the PTO organized a calendar of diverse events including a senior dinner, workshops on college preparation, and an awards ceremony.

II. SCHOOL PERFORMANCE

II.A. PERFORMANCE AND PROGRESS

II.A.1 ACHIEVEMENT OF MISSION

Thurgood Marshall Academy’s mission, to prepare students to succeed in college and actively engage in our democratic society, is at the core of all school programming. Students engage in a rigorous, college prep curriculum coupled with intensive college and alumni programming while undertaking in-school and out-of-school-time activities with the legal community. Additionally, through community service, job shadow days, field trips, and speaker engagements, students directly engage in their community and the larger democratic society.

2015 PARCC Scores

The 2014–15 school year was the first year for administration of the PARCC test in the entire District of Columbia, and no school received results in the Fall of 2015; therefore PARCC results are not covered in this report.

Early College Access Opportunities to Earn College Credit

One out of three Thurgood Marshall Academy seniors earned college credit through Advanced Placement (AP) and dual-enrollment courses. The opportunities expanded students’ exposure to rigorous early college programming, preparing them for post-secondary opportunities.

Advanced Placement Participation

In 2014–15, Thurgood Marshall Academy administered 95 AP exams. Students could elect to take AP courses in Calculus AB, Computer Science, English Literature, US Government & Politics, and US History. Of the 69 students in the Class of 2015, 54% enrolled in at least one AP course during their time at Thurgood Marshall Academy. These students were all eligible to sit for the AP exam for the respective subject area; costs for the exam—at \$91 per test—were supplemented by Thurgood Marshall Academy to ensure that all students, regardless of financial status, were offered the opportunity to earn college credit from the test.

Thurgood Marshall Academy was listed in the Challenge Index published in *The Washington Post*, recognizing the school for its dedication in persuading average students to take college-level courses and tests. Thurgood Marshall Academy’s ranking was determined by a formula that divides the number of Advanced Placement and other competitive tests given at a school each year by the number of seniors who graduated that year. These benchmarks were established in support of research that suggests students learn more and are better prepared for college after taking an AP course, even if they do not earn college credit via an AP exam. According to research, students who earned a 2 on an AP test performed significantly better in college than their peers who did not take AP.

Dual-enrollment Participation

Thurgood Marshall Academy’s dual-enrollment partnership with the University of the District of Columbia (UDC) and the Hi-Scip program through the George Washington University offers students an opportunity to enroll in college courses to receive dual high school and college credit. Thus, participating

students are exceptionally prepared for the academic rigors, independence, and critical thinking required in college-level coursework.

Sixteen students enrolled in and passed college classes including English Composition I and II, Urban Poverty, Criminal Justice System I, US History to 1865, Business Math I, and Introduction to Sociology. Dual-enrollment courses provide students who possess advanced skills in select subject areas with opportunities for additional, rigorous coursework beyond the selection available at Thurgood Marshall Academy as well as exposure to the pace, style, and course load of college classes.

SAT Results

This year, 100% of seniors took the SAT exam. The school's average SAT score for the members of the Class of 2015, 99% of whom were African-American, was 874 (432 Math; 442 Critical Reading). Moreover, nearly three-fourths of the senior class earned a combined average score of 800 or better, the national marker for college readiness in math and reading. The class of 2015 scores represented an increase of 43 points from the class of 2014, whose average was 831 (math and verbal combined).

As in prior years, the average SAT score at Thurgood Marshall Academy surpassed the average score for all public school students (DCPS and charter) and African-American test takers. The average score for Thurgood Marshall Academy students exceeded that of all public school students (DCPS and charter) by 50 points in math and 59 points in reading. Overall, the school's average SAT score was 109 points higher than the average for public schools and 105 points higher than the average for African-American students.

Average SAT Test Scores (Math, Critical Reading, and Combined) Thurgood Marshall Academy (2015) vs. City-Wide (2015)			
Section	Thurgood Marshall Academy	DCPS/Public Charter High Schools	African-American Students
Math	432	382	384
Critical Reading	442	383	385
Combined	874	765	769

College Acceptance and Alumni Achievement

As the school year drew to a close, this year's graduates once again proved that Thurgood Marshall Academy is making significant strides in fulfilling its mission as a college preparatory institution: 100% of the members of the Class of 2015 were admitted to college. Of the graduates of the Class of 2014, 94% enrolled in a college or university within the past year, and 85% of alumni from the classes of 2008-2014 were still enrolled in college or projected to graduate as of spring 2015. Thurgood Marshall Academy alumni enroll—and graduate—at rates higher than their peers nationwide. As visible in Figure 1 (below), 62% of Thurgood Marshall Academy alumni graduate from college within five years, 8 percentage points higher than national college graduation rates, and well above those for Washington, DC, or residents of Ward 8—where the majority of Thurgood Marshall Academy students reside. These accomplishments, among others highlighted in this report, provide unambiguous evidence of the strength of Thurgood Marshall Academy's programs and the success of its students. Across its 14-year history, Thurgood Marshall Academy has successfully achieved its mission of preparing students not only to apply to college but to enroll and graduate, as well.

College Graduation Rates

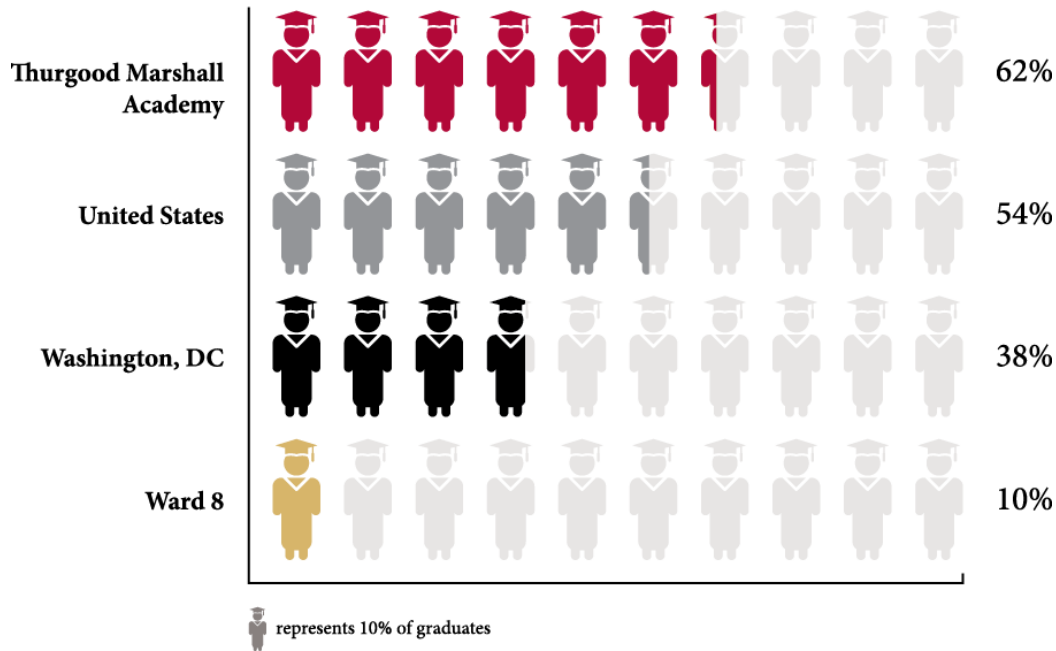


Figure 1

Key Mission-Related Programs

The mission of Thurgood Marshall Academy is to prepare students to succeed in college and to actively engage in our democratic society. Thurgood Marshall Academy provides focused, effective programs and policies that prepare students to apply to, be admitted to, pay for, and succeed in college. The school achieves its mission through a rigorous, college-preparatory curriculum that provides intensive remediation coupled with standards-aligned, college-focused coursework to ensure that every graduate is prepared for the academic demands of higher education. Students at Thurgood Marshall Academy have the opportunity to take college-level classes, including Advanced Placement (AP) courses, and to participate in programs such as Portfolio and Summer Prep, which reinforce presentation, organization, and study skills necessary in college and beyond. Benchmark Assessments, taken throughout the year, track student progress and allow teachers to target struggling students, if necessary. Consistent tracking of student data allows Thurgood Marshall Academy to craft targeted interventions and make personalized adjustments for each student, ensuring that the school's full suite of academic and social-emotional support services work in tandem to contribute to students' personal success.

Furthermore, out-of-school programming available to all students focuses on strengthening extracurricular interests and involving students with their wider communities. Whether they are taking college courses at prestigious universities over the summer or harvesting vegetables in the Green Club garden, students are learning how they can effect change and become global citizens. As a result of these productive and demanding standards and best practices, every member of Thurgood Marshall Academy's eleven graduating classes has been admitted to college—fulfilling the school's mission to prepare students to succeed in college and become active members of their communities. Key components of the school's program, detailed below, include: the College Access Initiative, Law-Related programs, Portfolio, After School Enrichment Programs, Community Service, and Summer Prep.

College Access Initiative

Thurgood Marshall Academy's College Access Initiative plays a central role in achieving the school's goals. It includes: the Senior Seminar; an SAT Prep course; college-focused advisory sessions for lower-grade students; college visits; scholarship programs; and workshops for students and families on financing higher education and the college admissions process. With the support of the College Counseling department, which implements the College Access Initiative, graduates in the Class of 2015 achieved 100% college acceptance. Additionally, 61% of the members of the Class of 2015 were accepted to two or more colleges. With the support of faculty, staff, and community volunteers, 100% of the Class of 2015 completed the FAFSA, and seniors completed scholarship applications netting over \$4.4 million in private foundation and university scholarships this year.

Members of the Class of 2015 received focused guidance through the college research, application, and enrollment process through their participation in Senior Seminar, a required, year-long class taught by the College Counselor. The curriculum walked students through the process of completing college applications, drafting personal statements, and preparing for the transition to college life. To complement the content of Senior Seminar, the College Counseling Department also organized on-site events related to college admissions. A series of College Application Nights brought together students, faculty, staff, and other community volunteers to help seniors edit essays and fill out applications. College counseling also provided opportunities for on-site admissions sessions by Coppin State University, Delaware State University, University of Maryland–Eastern Shore, Trinity Washington University, Fayetteville State University, Marshall University, and Philander Smith University. As a reflection of Thurgood Marshall Academy's college-going culture, on-site admissions were widely publicized around the school and had a positive impact not only on the morale of individual students, but on the student body as whole as peers across all grade levels shared in the excitement of the college admission process.

Thanks to strong partnerships forged between Thurgood Marshall Academy's College Counseling department and various colleges across the country, seniors also had several opportunities to meet with college representatives during the school day and on school grounds for informal information sessions. This year, representatives from 18 different colleges and universities, including the University of Maryland–College Park, University of Vermont, and Union College, connected directly with Thurgood Marshall Academy students by conducting on-site information sessions and mock interviews to illustrate the expectations of the application process.

The Class of 2015 received numerous noteworthy scholarships totaling \$4.4 million. Most prominently, one senior received a 2015 Gates Millennium Scholarship, a last-dollar award that will follow him throughout his undergraduate studies, as well as graduate and professional school studies in select fields, including STEM, education, and information sciences. The George Washington University awarded one student the Stephen Joel Trachtenberg Scholarship, which will cover full tuition for four years. Students received full tuition scholarships to colleges such as Union College, University of Rochester, University of California–Los Angeles, and University of Vermont. Students also received scholarships from private foundations including Press Pass Mentors, Comcast, Milken Scholarship, Federal Communications Bar Association, Economic Club of Washington, The Abramson Foundation, The Herbert Denton Scholarship, and The Motley Fool. A total of 99% of graduating seniors received financial aid (including scholarships, grants, or loans) in 2014–15, 35% more students than school year 2013–14.

The College Counseling Department also extends preparation for college to Thurgood Marshall Academy's 11th grade and lower-grade students. In 2014–15, juniors visited Bowie State University, Towson University, University of Maryland–College Park, and Marymount University. Students attended free fly-in programs at colleges such as Bates College and Union College. Additionally, all members of the junior class enrolled in an SAT Prep course to gain experience with the exam and to receive

introductory instruction on college access and planning. Furthermore, the College Counselor provided lessons on postsecondary education to 9th and 10th grade students in advisory periods and arranged a college fair that was open to the community. During the school's sixth annual College Fair, students from all classes had the chance to speak to representatives from over 45 schools, including Stanford University, Norfolk State University, University of Maryland–College Park, Morehouse College, University of Vermont, and Emerson College. The impact of Thurgood Marshall Academy's successful College Counseling department can be seen beyond the walls of the school—students from various middle and high schools attended the College Fair.

In addition to building partnerships with colleges and universities nationwide, Thurgood Marshall Academy connects with non-profit organizations in the District to augment the impact of its College Counseling Department. In 2014–15, the DC College Success Foundation offered services to students in lower grades through the Higher Education Readiness Opportunity (HERO) Program, a mentoring program designed to increase access to college for high-potential young men and develop their non-cognitive skills. This year's cohort of male student participants was one of the school's largest to date, with 65 participants. These students also had the opportunity to attend regional college visits, including University of the Sciences, University of Delaware, University of Pennsylvania, Towson University, University of Maryland–College Park, George Mason University, West Virginia State University, University of Charleston, Marshall University, and Georgetown University. The students also visited local museums and organizations such as: Maryland Science Center, Reginald F. Lewis Museum, Air and Space Museum Udvar-Hazy Center and the National Building Museum.

Since the spring of 2007, Thurgood Marshall Academy students have been able to apply to a scholarship program established for low-income students via a \$122 million grant by the Bill and Melinda Gates Foundation that aims to increase high school and college graduation rates in Wards 7 and 8. Coordinated by the DC College Success Foundation and the DC College Access Program (DC–CAP), students accepted into the *DC Achievers* program receive a personal mentor to aid in the completion of college applications, additional college counseling, and up to \$50,000 in scholarships for each year of college education. Students are accepted into the program in their junior year, with 34 Thurgood Marshall Academy seniors participating in the program during 2014–15.

This school year marked the third year of Thurgood Marshall Academy's Women's College Cohort (WCC), a college access initiative designed to expose female students to benefits of attending a women's college. Led by the Alumni Coordinator and a faculty member who is an alumna of a women's college, the WCC exposed female students to the powerful impact of the women's college experience, which offer young women a unique environment that empowers them to grow to their potential and strengthen their voices. In 2014–15, eight young women were invited to join the cohort—based on students' academic performance, interviews, and PSAT/SAT scores—and six were accepted. Members of the WCC attended weekly meetings where they practiced interview skills with the cohort advisors, worked on building a pad-folio (a professional means by which to transport college-related documents) with writing samples, test scores, letters of recommendation, and revised their personal statements for their college applications. They also had the opportunity to attend an overnight college visit at Bryn Mawr College.

Alumni Program

Thurgood Marshall Academy's College Counseling services also impact over 500 young adults in the school's alumni network. The Alumni Support Program helps graduates succeed in college by providing essential post-graduation support in the form of social-emotional and financial resources. The program assists alumni in accessing resources at their universities and provides college and financial aid counseling both to college-enrolled alumni and to alumni who have not yet matriculated into college.

The Alumni Program Manager oversees Thurgood Marshall Academy’s Alumni Emergency Fund, which provides gap funding to alumni who are enrolled in college. The fund ensures that alumni, most of whom come from low-income households, are able to cover unexpected college-related expenses such as books, travel, and housing deposits. In 2014–15, the Alumni Program Manager distributed more than \$10,000 for such expenses, contributing to high college retention and graduation rates among Thurgood Marshall Academy graduates (see Figure 2). The Alumni Program Manager also organized special events, including the sixth annual Alumni Dinner, attended by 75 alumni, alumni panels, and alumni visits to seven colleges and universities throughout the country.

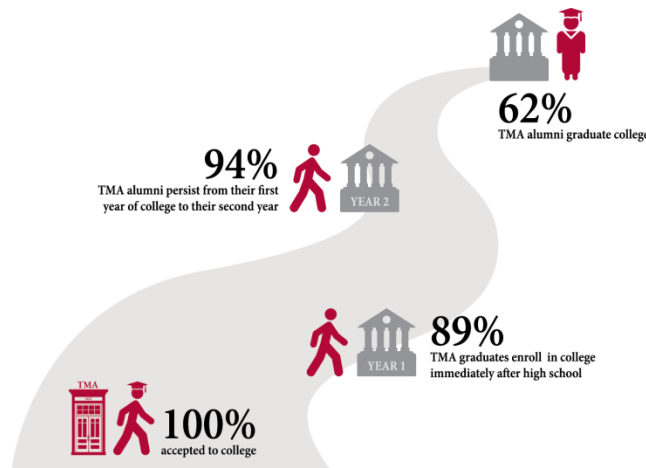


Figure 2

With the support of the College Counseling department and the Alumni Program Manager, graduates from Thurgood Marshall Academy enroll in and graduate from college at rates that are not only higher than the local average, but significantly higher than national enrollment and graduation rates as well.

Thurgood Marshall Academy’s alumni college enrollment and graduation rates diverge sharply from otherwise bleak statistics about college completion among residents in the District of Columbia: according to an analysis from the *Doubling the Numbers for College Success*, only 9% of 9th graders from Washington, DC go on to earn postsecondary degrees within 5 years.¹ In contrast, only 7% of Thurgood Marshall Academy’s 503 graduates from 2005–2014 have *never* enrolled in college. Of the Thurgood Marshall Academy alumni who enroll in college, 62% graduate from college and earn a degree within five years. For students attending high school in Wards 7 and 8 specifically, the report noted that only 5% of high school students earn a college degree. As visible in Figure 2, 89% of graduates, many of whom are from Wards 7 and 8, enroll in college within one year of graduating.

These statistics indicate that graduates are prepared to undertake a college-level education and are on track to earn an undergraduate degree.

Among the small fraction of alumni who have not enrolled in college, many graduates have gone on to pursue careers in public service by enrolling in the US Navy, US Army, or police and firefighter academies following their graduation from high school—careers that require additional professional training and contain a significant element of community service and engagement.

¹ Adam Kernan-Schloss and Bill Potapchuk for the Double the Numbers Coalition, *Doubling the Numbers for College Success: A Call to Action for the District of Columbia*, The Double the Numbers Coalition, October 2006, 31 August 2010 <http://www.newfuturesdc.org/wp-content/uploads/2009/03/double-the-numbers.pdf>.

The goal of the Alumni Support Program mirrors the school-wide mission: to prepare students to *succeed* in college. To this end, Thurgood Marshall Academy continues to develop the program to help all its graduates achieve. The Alumni Program Manager maintains a database of information on each graduate, including a contact log, and Thurgood Marshall Academy continues to work to better understand the key factors involved in students' college retention. Finally, teachers and support staff remain committed to increasing and improving parents and families in alumni support services.

Law-Related Programming

As a law-themed school, Thurgood Marshall Academy continues to develop and refine the integration of law in the curriculum and into after school programming. In 2014–15, the school again relied upon the expertise of attorneys serving as consultants to heighten the implementation of its law-themed curriculum. The school's consultants worked closely with school leadership throughout the academic year. At the core of the development of lessons and projects are the five Legal Skills (Research, Argumentation, Critical Thinking, Advocacy, and Negotiation), concepts that help to connect curriculum to the school's mission. In 2014–15, students were required to complete at least one law-related project in each social studies class. Additionally, students were required to include one law-related project in their Portfolio and, in the Portfolio presentation, to demonstrate how they incorporated the five Legal Skills into their class work. One-hundred percent of students participated in at least one of the law-related programs, either in-class or after school, which are detailed below.

Integration into Academics

Students participated in different law-related activities in every grade. At each grade level, students are required to complete a law-related project through their core history course, in which they show that they have employed at least one of Thurgood Marshall Academy's five law skills (Advocacy, Argumentation, Critical Thinking, Negotiation, and Research). Ninth grade students participated in a mock trial in their social studies classes based on the Amistad case. In World History II, sophomores explored human rights using a Document-Based Question (DBQ) essay format, which required the use of a series of documents in forming a written argument. Further, all 11th grade history classes participated in a mock trial based on the Lieutenant Calley Supreme Court case that included a written legal brief. Seniors enrolled in either US Government or AP US Government and Politics, in which they wrote a position paper on a controversial, contemporary topic of their choice.

Students were exposed to the infusion of legal skills across all content areas. For example, in DC History & Policy students studied local DC Council legislation and the impact of federal policies on the District.

In the upper grades, students continued to experience law programming in their coursework. Students enrolled in an Introduction to Law course, in which they learned the basic tenets of the American legal system, their implementation, and their effect on everyday life. They also had the option to enroll in Street Law, an intensive course that gives students a practical understanding of law and the legal system and culminates in a District-wide Mock Trial Tournament. Further, students had the opportunity to participate in law-related field trips as part of their coursework, which allowed them to see the practical applications of the material they learned in class. In the 2014–15 school year, these included trips to the offices of Senator Cory Booker and to the Supreme Court to observe a case being argued by Thurgood Marshall Academy Board Chair, Kannon Shanmugam. Select social studies students in the fall attended a Supreme Court event which allowed them to meet Justice Elena Kagan. In the winter, students across all grade levels participated in a showing of the documentary *I Learn* at the US Department of Education, which culminated in a discussion with the producer and audience on illegal immigrant youth and education rights. Additionally, students attended local election forums in Ward 8 and co-hosted the Ward 8 Democratic Committee Forum regarding a vacant DC Council seat. In the fall, US government students

attended and participated in Mayoral forums and attended candidate debates. In and out of the classrooms, students applied legal skills through their academics.

Law Day

Law Days give Thurgood Marshall Academy 9th graders their first formal exposure to the world of law. In 2014–15, Latham & Watkins LLP, Foley Lardner LLP, and Hogan Lovells LLP (and Wiley Rein LLP during Summer Prep) hosted and taught six workshops to all 9th graders. Law Day introduces students to specific cases or legal issues and explores the history and underlying legal principles involved. Each law firm organizes legal seminars for Thurgood Marshall Academy students in their downtown offices. This real-world grounding of abstract legal concepts gives students a powerful example of the daily application of enduring legal principles.

During Law Day, volunteer attorneys lead workshops that engage students via dialogues and mock trials on topics such as positive versus negative discrimination, internet privacy and cyber bullying, and civil trials. Participating in Law Day workshops helps students develop analytical thinking and public speaking skills while supporting an appreciation for democratic values and the laws in which they are enshrined. Over 100 attorneys, legal professionals, and law students participated in Law Days this year.

Job Shadow Day

An annual Job Shadow Day for 10th graders allows students to spend the day in a professional environment that corresponds to their academic or professional interests. The Programs Department pairs students with volunteers at a variety of workplaces, including legal, policy, and civic organizations such as the DC Sustainable Energy Utility, Mayor’s Office of Community Affairs, Smithsonian Institute, Georgetown University’s McDonough School of Business, *The Washington Post*, and U.S. Coast Guard, among others. Students had the opportunity to interview several professionals at their workplace throughout the day in order to learn about their path in getting to this career, and to understand what kinds of education and professional steps they may have to take to attain such a position.

Law Firm Tutoring

The school’s mission seeks to prepare every student to succeed in college and to engage in our democratic society. Thurgood Marshall Academy’s distinctive Law Firm Tutoring program helps make this a reality for students. The program acquaints students with both a professional work environment and individuals who have succeeded personally and professionally by completing higher education. On Tuesdays during the school year, 11th graders travel from the school to one of several downtown law firms, where legal professionals provide one-on-one tutoring and mentoring. The firms donate their time, meals, and transportation. In 2014–15, 100% of 11th graders participated in the weekly program. This year, Law Firm Tutoring also included several college-related projects. Students interviewed their tutors on their college experiences, conducted college research, and completed applications for the DC Achievers scholarship program with the guidance of their tutors.

Law Firm Tutoring is supported by six participating firms during the academic year, in addition to a partnership with Wiley Rein LLP to offer Law Firm Tutoring during the summer. In 2014–15, Thurgood Marshall Academy partnered with the following firms, which includes a new partnership with Blank Rome LLP:

- Blank Rome LLP
- Crowell & Moring LLP

- Jenner & Block LLP
- King & Spalding LLP
- Vinson & Elkins LLP
- Wiley Rein LLP
- Williams & Connolly LLP

Thurgood Marshall Academy will partner with the same firms during the 2015–16 school year.

Judge Rigsby's Law Camp

In 2014–15, six Thurgood Marshall Academy students participated in the Judge Rigsby's Law Camp, a selective program that exposes students to the work of the Superior Court of the District of Columbia. Now in its 4th year, the Law Camp provided students with a unique perspective on law and government, as well as access to a network of local and national professionals (including lawyers, judges, physicians, educators, and members of the armed services) who offered academic and professional mentorship to these students. As a capstone to their Law Camp experience, students also competed in a mock trial with judges from DC presiding over the proceedings.

Portfolio Assessments

Each year students give—and are graded on—formal presentations of their Portfolios before a panel of faculty, staff, administrators, parents, and other students. Portfolio presentations require that students account for their performance in the classroom and as citizens of the Thurgood Marshall Academy community, from providing details about academic projects to discussing disciplinary violations. This year, Thurgood Marshall Academy successfully piloted an online Portfolio system, LiveBinder, to assess the feasibility of creating a paperless Portfolio Assessment Program for the 2015–16 school year. Students in the pilot were able to upload all of their required documents into the online system rather than submitting a physical binder to their panelists.

When asked which components of their Thurgood Marshall Academy education have best prepared them for college, many graduates point to the value of the Portfolio Assessment Program. In 2014–15, Thurgood Marshall Academy students continued to develop interpersonal, public speaking, and academic skills through the Portfolio Assessment Program—a system of self-assessment, goal-setting, and accountability. Building a Portfolio is a year-long process that reinforces the study habits that lead to academic excellence. The program requires all Thurgood Marshall Academy students to set personal goals for academic and civic achievement and to hold themselves responsible for living up to high expectations. Each student compiles a record of his or her academic work, behavioral performance, and community service and prepares special academic projects in core subjects for inclusion in her or his Portfolio. Under teacher supervision, students use rubrics to measure, analyze, and reflect upon their performance throughout the school year.

An exercise in public speaking, Portfolio presentations call for students to demonstrate rhetorical fluency and the ability to think on their feet, helping to fulfill the school's goal to equip students with the skills they need to advocate for themselves and their communities. As students advance through their four-year careers at Thurgood Marshall Academy, Portfolio becomes a chart of each student's intellectual growth, self-discipline, and character development. Academic projects become increasingly complex over the years as students' skills grow more sophisticated and their interests more varied. This year, 100% of

Thurgood Marshall Academy seniors met or exceeded the expectation for senior Portfolio—a graduation requirement for all students.

After-School Enrichment Programs

Thurgood Marshall Academy’s after school enrichment activities serve as an extension of the classroom, offering a unique learning arena in which the school’s educational ideals are advanced and encouraged. Four full-time staff members administer supplemental programs, working with teachers and staff members to ensure that activities link to the school day and offer distinctive opportunities for student enrichment. After school programs are supported by grants from the DC Children & Youth Investment Trust Corporation, TD Bank Charitable Trust, and by several additional partners providing financial and in-kind support. By the end of the year, 100% of students had participated in at least one after school activity.

Following are descriptions of the key enrichment programs that Thurgood Marshall Academy offered students in 2014–15.

After school “Homework Help” Tutoring

In 2014–15, 89% of Thurgood Marshall Academy students took advantage of the after-school Homework Help Program in the library, which allowed students in all grade levels to receive personalized tutoring. This year, the Programs Department piloted a student leadership initiative in which student volunteers managed the program—including check-in, technology trouble-shooting, and the distribution of snacks. This initiative increased student ownership of the program and created a cohort of student leaders among the upper classes whose behaviors and commitments to after-school programs created role models for younger peers. As in years past, Homework Help drew tutors from Thurgood Marshall Academy teachers, as well as volunteer tutors from The George Washington University and from the community. With faculty advisors providing a greater connection to the school day, and the addition of healthy snacks for participants, the program has risen in popularity in recent years. The program, which can hold 50 students at once, averaged 46 students per day, with some days seeing nearly 80 students cycling through the library to use the school’s resources and seek assistance on assignments. Homework Help also featured a Writing Center each Thursday afternoon, under the direction of a university volunteer. The Programs Department continued to work with teachers and Deans to target students who were under-performing and strongly encouraged those who were on Academic Probation to attend these tutoring sessions.

In 2015–16, Thurgood Marshall Academy will continue to offer Homework Help several days a week until 6:00 pm.

Mentoring

Thurgood Marshall Academy’s mentoring program links students with positive role models who help them prepare for success in college and beyond. In the 2014–15 school year, 50 Thurgood Marshall Academy students were matched with mentors. To become a mentor, volunteers commit themselves to participating in the school’s Mentor Training activities and to attending monthly group Mentor Days, at which mentors and students visit museums, colleges, and recreational sites. In addition, mentors make weekly telephone calls and coordinate an additional individual outing each month with their students. This year featured a pilot of the “Choose Your Own Adventure” format for Mentor Day, in which the mentor/mentee pairs had the opportunity to decide, independently, what they wanted to do for Mentor Day rather than following a prescribed event. The small-group nature of this format was popular in that it promoted more one-on-one time for mentoring than the traditional format, and suited the mentor/mentee interests more closely.

Athletics

At Thurgood Marshall Academy, athletics teach the principles of participation, develop character through competition, and instill the values of teamwork and cooperation. In 2014–15, Thurgood Marshall Academy offered co-ed flag football, girls' volleyball, boys' and girls' basketball, cheerleading, dance team, co-ed cross country, co-ed outdoor track and field, swimming, and co-ed Ultimate Frisbee. This year, nearly 41% of students joined a sports team. During the 2014–15 school year, Thurgood Marshall Academy will continue to offer all of the athletics listed above in addition to indoor track and field.

Student athletes are encouraged to apply academic performance to their passion for sports. All students participating in the athletic program must maintain a GPA of 2.0 or higher. To ensure that student-athletes' academic performance remained a primary focus, during 2014–15 one staff member's duties included serving as a Study Monitor and helping to track student grades, tutor students, and work with teachers to improve student performance.

The 2014–15 school year was a record-breaking season for the Varsity Boys' Basketball team. The Class of 2015 made school history with one member from the Varsity Boys' Basketball team named the first student to receive a full athletic scholarship to play college-level basketball at Barton College in the fall. This student, along with another Thurgood Marshall Academy senior, were both selected to play for the 2015 DMVelite All DC Team. Two team members were nominated to the Public Charter School Athletic Association's (PCSAA) All Conference Team. Another student from the team was awarded the District of Columbia State Athletic Association (DCSAA) scholarship for distinguished academic, leadership, and sportsmanship achievements.

In honor of National Girls and Women in Sports Day, female athletes at Thurgood Marshall Academy were invited to join The George Washington University's women's basketball team for a game and lunch.

Clubs

Thurgood Marshall Academy's clubs encourage students' personal development, provide opportunities to build leadership skills, and connect students with their communities. During 2014–15, Thurgood Marshall Academy offered 23 clubs for students. Among the clubs available to students were Robotics, Green Club, Debate Team, Student Government Association, Connections, and Visionary Youth Becoming Empowered (VYBE). The Programs Department launched several new clubs this year, including Brainfood's Kitchen All Stars, a literacy internship with the DC Public Library, and The Aspen Challenge.

A few detailed examples below illustrate the diversity and strength of Thurgood Marshall Academy's clubs.

Thurgood Marshall Academy's Debate Team, which participates in the DC Urban Debate League, recorded many successes this year in city-wide tournaments. For each tournament, students researched and prepared arguments for three different issues, not knowing for which side they would argue. Topics ranged from the merits and disadvantages of single-gender classrooms in American public schools and immigration reform to the Supreme Court's decision indicating that Section 4 of the Voting Rights Act violated the Constitution. Students also had the opportunity to debate international topics such as unilateral American military action to prevent nuclear proliferation to the economic development versus environmental protection in India. Throughout the season, students earned individual awards, including top 10 and top 5 finishes for their debate performances at tournaments throughout the school year. Overall, Thurgood Marshall Academy's Debate team placed third for the total number of wins for the season.

This year's cohort of officers elected to the Student Government Association (SGA) was active in advocating for the needs and requests of their classmates. They grew into a representative body that works without being prompted by teachers or advisors, and held student-only meetings in which they discussed issues that concern the student body and planned events (for which they receive approval—including budgetary approval—from the Programs Department). They brought the concerns of the student body and proposed solutions to the Programs staff, who relayed issues to school leadership if necessary. SGA hosted this year's inaugural Anti-bullying Week, an organized series of events that gave students the opportunity to celebrate their differences and fight against bullying in schools. Students from each grade participated in the school-wide events that included a screening and open discussion of the movie 'Bully' and a crafts event where students designed T-shirts to wear during the week's 'Difference Day,' the finale event that allowed students' to respectfully showcase their differences.

The Green Club was among the most popular clubs with students planting and harvesting year round. In the fall, students ran a weekly community farmer's market selling produce. Additionally, throughout the year, students tried new recipes with the school's Garden Coordinator. To bolster parent participation, the Green Club partnered with the Parent Teacher Organization to co-sponsor FreshFest, an inaugural event that brought together the student body and their parents for an informed, interactive session on Thurgood Marshall Academy's home garden. During a garden tour led by Green Club members, parents and families purchased organic vegetables and fruits, learned more about healthy eating, and were informed about Supplemental Nutrition Assistance Program (SNAP) and other resources that promote healthy living. The event ended with a cooking demonstration. As in prior years, the Green Club and the school's garden served as the kick-off hosts for the District-wide Healthy School Week event hosted by the Office of the State Superintendent of Education (OSSE).

The Book Club, facilitated by the librarian, provided a weekly space for students across all grade levels to immerse themselves in literature. Besides reading youth-fiction, students immersed themselves in the world of literature outside of the building. Members from the Book Club participated in the *Diversity In Action Symposium* at the Library of Congress. The interactive event focused on using books and stories to strengthen families and explored the use of diverse literature to support family and teen literacy. Students met with a panel of dynamic authors who served as panelists, and a variety of educators, caretakers, health and social service professionals, publishers, and writers.

New Clubs & Programs

In the 2014–15 school year, Thurgood Marshall Academy launched a new health club in partnership with Brainfood, a nonprofit youth development organization in Washington, DC, that uses food as a tool to build life skills and promote healthy living. Students participated in Brainfood's Kitchen All Stars initiative, a year-long (September–May) program that introduces them to life skills and leadership skills through food and cooking. Students attended classes twice a week from 4:00 pm – 6:30 pm at their Chinatown or Columbia Heights sites.

This year, Thurgood Marshall Academy participated in The Aspen Challenge. Launched in a new city each year, The Aspen Challenge identifies the world's most pressing social, educational, or economic issues and petitions participating teams to showcase their solutions during a daylong competition. Thurgood Marshall Academy and two other public charter schools were tasked to find an effective way to combat poverty in their communities, and designed a business model that will promote and sell fresh vegetables from the Thurgood Marshall Academy garden to increase access to healthy food and recipes for the community.

With the support of the DC Public Library, Thurgood Marshall Academy launched a library internship program in fall 2014, the first such program for public or public charter high schools in DC. The program

intends to increase minority student interest and participation in the in-demand field of library sciences, offer students a background in the inner-workings of a library, and connect them to library sciences professionals working in a variety of different settings.

More than 80% of students participated in a club activity during the school year. Similar after-school club activities will be available in 2015–16 based on student interest.

Community Service

Thurgood Marshall Academy's diverse community service initiatives play a vital role in helping students become active participants in our democratic society. All students are required to meet grade-level community service requirements in order to be promoted: 9th grade students complete a total of 20 hours of service; 10th grade students complete an additional 20 hours of community service; 11th grade students complete another 30 hours; and seniors are required to fulfill an additional 30 hours, for a cumulative total of 100 hours during their high school careers. Following are some of the community service programs and activities in which students have participated.

Thurgood Marshall Academy's newest volunteer-oriented club, the 100 Hours Club, launched during the 2014–15 year and helped upper-grade students earn the 100 community service hours required to graduate. The goal of the program was to expose students to the myriad of service opportunities within their communities. Club members committed at least one weekend day per month to community service, and researched different non-profit and community-based organizations throughout DC. Prior to each community service trip, they discussed issues they planned to work on, the strategies they would use to provide service, and what they hoped to get out of the experience.

Each year, Thurgood Marshall Academy dedicates "Days of Service" to inspire students to realize that they can make meaningful contributions to their communities. Eleventh graders could volunteer for service days during April while other students took the PARCC. Eighty-six students spent the Day of Service volunteering at a number of organizations, including Food and Friends, The Anacostia Watershed, the Thurgood Marshall Academy garden, and Only Make Believe. Community service will continue to be an important part of out-of-school programming in 2015–16.

Summer Prep Program

At the end of its first school year, Thurgood Marshall Academy administrators and faculty recognized the need to prepare incoming students for the academic and behavioral expectations of a college preparatory high school. Moreover, students needed extended instruction to bridge their current skills with those necessary for success during their first year and to prevent summer learning loss.

Summer Prep was created to provide incoming 9th grade students as well as 10th grade transfer students with an introduction to the academic and behavioral demands of succeeding at a college preparatory high school. Computer classes and cultural and athletic enrichment activities are also offered to broaden the experiences and skills of incoming students. Furthermore, to encourage parental involvement, Summer Prep holds workshops for parents on supporting their child's education and beginning to prepare for college.

The 2014 Summer Prep program consisted of an intensive six-week program, beginning in June and ending in late July 2014. One-hundred and two students completed the program in 2014. Approximately 83% of regularly attending students tested improved or maintained math skills during Summer Prep 2014, and 75% of regular attendees tested improved or maintained their reading skills, demonstrating improved readiness for high school. Of the 102 students who completed the program, 89 (87%) also enrolled in

Thurgood Marshall Academy for the 2014–15 academic year, indicating their confidence in the quality of youth development services—both academic and social-emotional—offered at Thurgood Marshall Academy.

II.A.2. ACHIEVEMENT OF GOALS IN CHARTER

Thurgood Marshall Academy's charter incorporates goals by which the school measures its performance. In the 2014-15 school year, Thurgood Marshall Academy met or exceeded all DC Public Charter School Board (DC PCSB) approved, data-driven goals. Each section below provides analysis on the school's success in achieving these goals.

Goal 1: Students will reach standard grade level skill ability, and many students will achieve above-average capability in all academic subjects throughout the high school years.

This goal is measured based on student performance on state reading and math standardized tests; as noted above, due to the transition from DC CAS in 2013–14 to PARCC in 2014–15, standardized test data is not available as of the date of publication for this report.

Goal 2a: TMA students will acquire comprehensive college-preparatory knowledge and skills that will equip them for success in post-secondary education and beyond.

Thurgood Marshall Academy recognizes that college admission tests are essential for students to demonstrate college readiness. As such, the school has measured this goal based on students' performance on the SAT. One hundred percent of students in the senior class of 2015 took the SAT. The school's average SAT score for the class of 2015 was 874 (combined math and verbal) and 70% of students obtained a score of 800 or higher on the math and verbal section. With an increase of 43 points from the class of 2014 (831 combined math and verbal), results indicate the school's SAT preparation program is effective. Moreover, 100% of students in the class of 2015 were accepted to college, demonstrating that graduates of the school have acquired the comprehensive college-preparatory knowledge and skills necessary for post-secondary education and beyond. The school met this goal.

Goal 2b: TMA students will be exposed to rigorous academic coursework preparing them for success in post-secondary education through advanced college preparatory courses.

Thurgood Marshall Academy students were exposed to rigorous honors and Advanced Placement (AP) courses as well as dual-enrollment courses at partnering universities and colleges during the 2014–15 school year. Students selected from five AP courses and honors courses in every core subject area in grades 10-12. Additionally, 9th grade students enrolled in honors history, science, and math classes. For a complete list of course offerings, review the 2014–15 Course Offerings Chart earlier in this report. Given the course offerings, the school met this goal.

Goal 3: Over 75% of the students entering the Academy will graduate in five years or less.

The four-year Adjusted Cohort Graduation Rate (ACGR) for the Class of 2015 is 81.08% and the combined four-and-five-year Adjusted Cohort Graduation Rate (ACGR) is projected to be 91.5% based on data available at the time of this report. Thurgood Marshall Academy's five-year graduation rate not only exceeds its original charter goal, but is also one of the highest in the city among all DCPS and Public Charter Schools.

Goal 4: Over half of all students will enroll in a post-secondary institution after graduation, including at a two- or four-year college, trade school, technical college, or conservatory.

Thurgood Marshall Academy tracks its graduates through the alumni program. For the class of 2014, 94% of students enrolled in college during the 2014–15 school year. Further, 85% of graduates from the classes of 2008–2014 were still enrolled in college as of May of 2015. Therefore, Thurgood Marshall Academy, exceeded its goal of over half of students enrolling in post-secondary institutions after graduation.

Goal 5: Students will build strong character and moral values and will learn to treat fellow students, faculty, and family with respect.

Thurgood Marshall Academy has successfully created an in-school environment that helps students build strong character and moral values. In addition to rigorous academic requirements for student promotion, Thurgood Marshall Academy maintains firm conduct requirements—ranging from a student’s uniform to their behavior toward peers and teachers—that students must achieve in order to be promoted to the next grade. The school’s suspension and expulsion rates (18.2% and 0.51%, respectively), were below the charter high school average for the 2014–15 school year (18.6% and .91%, respectively).

The vast majority of students not only understand, but also embody the character and moral values that promote a safe and positive academic environment. Thurgood Marshall Academy initiatives such as Advisory and mandatory community service allow students to reflect on their role in building a positive school climate, and in contributing their time in service of their community. The school uses a student behavior intervention system of positive and negative points that track student conduct. By the time students are in upper grades, few infractions are accumulated as students have learned to treat fellow students and faculty with respect. Thurgood Marshall Academy met this goal.

Goal 6a: TMA will achieve on-going viability in terms of fundraising, cash flow, number of students, and attraction of high-quality faculty.

- Thurgood Marshall Academy receives unmodified (“clean”) audit reviews
- Thurgood Marshall Academy secured the resources to meet its financial obligations, including reserves required by the DC Public Charter School Board
- 100% of teachers met Highly Qualified Teacher Status (HQTs)
- Teachers at Thurgood Marshall Academy have an average of 6 years of experience.
- More than 70% of teachers have a graduate degree

Thurgood Marshall Academy met this goal.

Goal 6b: The Academy will attract committed faculty members and volunteers from a variety of backgrounds to foster the educational mission of the school, including locally and nationally renowned educators, advocates, and professionals.

Thurgood Marshall Academy invests resources to attract new teacher talent. Effective hiring builds the foundation for student achievement. To increase retention, Thurgood Marshall Academy offers various in-school supports and underwrites external development opportunities for teachers each year. The school employs a team of academic leaders (Academic Director, Director of Student Supports, and an Instructional Coach) who focus a portion of their staff time throughout the school year on training and

developing teachers. The academic team begins each school year with a Teacher Academy in August that helps faculty acclimate to the school's curriculum and standards.

Among the school's faculty, 100% meet the Highly Qualified Teacher designation and on average have over six years of experience. Over 70% of faculty have a graduate degree including faculty members with Masters' in Business (MBAs), Juris Doctorates (JDs), and graduate degrees in history, mathematics, and English. Among the faculty are a recipient of the Mayor's Art Award for Teaching (2011), a recipient of the Milken Teacher Award (2014), a Flamboyant Family Engagement Fellow (2014), two TeachPlus Fellows (2013, 2014), a Distinguished Fulbright Teacher Recipient (2013), and a recipient of the Washington Post Educational Leader Award (2013). Outside of the classroom, faculty are seen as leaders in their fields and served as adjunct professors at local colleges (science and special education), presented at national conferences such as the National Association of College Counselors (NCAC), annual Advanced Placement Conference, Harvard University, and Project Zero.

Thurgood Marshall Academy recognizes that building strong relationships with outside entities is essential to the school's success, and the school is proud of the partnerships that it has developed throughout the District of Columbia. The school currently maintains an extensive network of over 50 partner organizations and more than 200 individual volunteers. Among partner organizations that provided direct student service were:

- Carver Project
- Capital Area Food Bank
- Wendt Center
- Brainfood
- Shakespeare Theatre Company
- DC Superior Court
- *The Washington Post*

As a strategic way to nurture the law-themed curriculum, Thurgood Marshall Academy has developed relationships with several District law firms that offer significant monetary and in-kind donations and whose staff serves as committed tutors and mentors. These firms include:

- Blank Rome LLP
- Crowell & Moring LLP
- Foley Lardner LLP
- Hogan Lovells LLP
- Jenner & Block LLP
- King & Spalding LLP
- Latham & Watkins LLP
- Vinson & Elkins LLP
- Wiley Rein LLP
- Williams & Connolly LLP

The Advocates Council is made up of leading young professionals in the Washington, DC area whose job roles position them to provide valuable insight to Thurgood Marshall Academy. The 15-member Council includes individuals who work at elite law firms, community and advocacy-related organizations, in the private sector, and other federal agencies. They host quarterly fundraisers to support Thurgood Marshall Academy's mission and to introduce their like-minded counterparts to the school. Members of the Council serve in various roles at prominent companies like The Motley Fool, the American Bar Association, The Kennedy Center, and others, and also commit to serve as mentors and volunteers to Thurgood Marshall Academy students.

Thurgood Marshall Academy met this goal.

Goal 7: The Academy will develop a unique four-year law-related education curriculum with high academic standards to serve as a national model.

Thurgood Marshall Academy achieved this goal in 2006 when the DC PCSB approved Thurgood Marshall Academy's four-year, law-related curriculum. Detailed information on the school's law related curriculum and activities can be found in section II.A.1 Achievement of Mission – Law Related Programming.

Goal 8: Parents and community members will be involved in the long-term success of both the school and the students and will participate in informational forums, monthly community meetings, and on the Academy's Board.

Thurgood Marshall Academy has successfully implemented a parent and family engagement program that recognizes that the involvement of parents and guardians is an essential component of student success. This year, 63% of parents attended at least one after-school event, an indication that parents, as well as students, understand their role in promoting Thurgood Marshall Academy's culture of academic achievement.

In order to help families provide the best possible support to their students, Thurgood Marshall Academy works closely with parents and guardians. Each academic year features a parent engagement calendar with a diverse series of events, ranging from open houses and college application help nights to student performances and athletics. A series of five Parent Workshops, coordinated by the school's Parent Engagement Coordinator, help parents and families gain a deeper understanding of Thurgood Marshall Academy's academic program, resources available, programs, and events that take place at the school each year. This year the school offered workshops such as: College Readiness, Student Organization, Portfolio Prep, and PARCC Readiness were offered for parents and guardians. Thurgood Marshall Academy also plans one-on-one meetings between parents, administrators, and teachers; invites parents to after-school events such as athletics events and arts performances; and invites parents to celebrations of student achievements such as the Senior-Parent dinner and the College Acceptance Ceremony.

Parents and families are also integrated into school leadership and program development to ensure that the school receives input from those who are closest to the students it serves. Parent-members of the Board of Trustees provide a channel to ensure the representation of family needs in the school's work as well as communication to parents about that work.

Thurgood Marshall Academy met this goal.

Goal 9: Low student absenteeism and tardiness

Thurgood Marshall Academy achieved this goal through low student absenteeism during the 2014–15 school year. In the 2014–15 school year, the school’s in-seat attendance rate was 93.1%, while the truancy rate was 8.6%—well below the DC PCSB truancy threshold rate of 25%. In contrast, the average in-seat attendance rate for charter schools serving grades 9–12 during the 2014–15 school year was 88.1%, while the truancy rate for charter high schools was 26.4%. Strategies to ensure continued high attendance rates include: in-house out-of-school-time programs that draw students who may be prone to disengage in the classroom; opportunities for hands-on, project-based learning; and a school-wide culture of high academic and behavioral expectations, embraced by most students, which rewards consistent school attendance.

Several strategies to reduce truancy among students with a history of absenteeism are in place at Thurgood Marshall Academy. The school leadership maintains contact with parents and guardians of students who demonstrate consistent tardiness or absenteeism, which can include home visits. Thurgood Marshall Academy’s Family Coordinator manages the process of parents or guardian contacts for these students. The school implements a system to discourage tardiness or absenteeism wherein students with five or more absences per quarter lose credit hours—a reflection of the value of in-seat attendance in gaining mastery of academic standards. Aware of the barriers that may impact school attendance for low-income students, Thurgood Marshall Academy provides emergency uniforms and other hygiene basics products. The school’s in-seat attendance and truancy rates indicate that the wrap-around approaches to student attendance and truancy continues to be effective.

Thurgood Marshall Academy met its goal of low student absenteeism and tardiness.

II.B. LESSONS LEARNED AND ACTIONS TAKEN

Accommodating an Increase in Special Education Students

During the 2013–14 school year, the percentage of 9th grade students qualifying for Individualized Education Plans (IEPs) increased significantly over the previous years, a trend that continued in 2014–15. This is, in large part, a result of the District of Columbia’s efforts to move Special Education students out of private placements and into public schools. Nearly 20% of freshmen had IEPs, requiring Thurgood Marshall Academy to hire 1.5 additional full time employees—Special Education teachers and clinical support—to meet the unique academic and social-emotional needs of these students. Special Education teachers and clinical staff work with subject-area teachers to develop supports for Special Education students to ensure that they are able to master content standards and meet state-level proficiency requirements in core subject areas. Thurgood Marshall Academy continues to closely monitor student needs to ensure that the composition of the faculty and staff reflect student needs. Therefore, Thurgood Marshall Academy hired an additional paraprofessional to accommodate those needs.

New Student Affairs Initiatives

Thurgood Marshall Academy students are encouraged to build strong character and moral values that inspire them to treat fellow students, faculty, and family with respect. At Thurgood Marshall Academy it is important to reward students and highlight their success not only in areas that relate to academics, but also in areas that showcase their civic engagement and commitment to service.

Each month, teachers, staff, and faculty submit nominations for Student of the Month to the Student Affairs Department. Criteria for “Student of the Month” are not limited to academics, but students are

also recommended for behavior improvement, leadership skills, and outstanding performance in completing a community service project.

The Student Affairs Department is constantly enhancing initiatives that hold students accountable. In 2014–15, in an effort to remain committed to its Anti-Bullying protocol, Thurgood Marshall Academy created a Bully/Harassment Report form that students can submit anonymously. The form was created to encourage students to stand up against bullying. When a student submits a report, the deans conduct a thorough investigation, take preventative measures, and, if need be, issue infractions based on the school's code of conduct. In addition, in an effort to encourage students to perform well academically, in 2014–15 the Student Affairs Department implemented an incentive program that rewards students who did not receive any failing grades on their quarterly report card. The program was extended to students in all grades; more than 70 students met the criteria and went on a field trip. In 2015–16, the Student Affairs Department will continue the program.

Identifying Additional External Partners to Support Out-of-School Time Programs

Thurgood Marshall Academy provides students a comprehensive set of out-of-school time enrichment services designed to meet the vast academic, social-emotional, and wellness needs of its student population. The school currently relies heavily on faculty and staff to serve as advisors for clubs, athletics coaches, and after school tutors. Although this has the added benefit of allowing the growth of meaningful relationships between faculty, staff, and students beyond the classroom, the extent of the programming provided at Thurgood Marshall Academy requires significant additional planning time among faculty and staff.

In the past year, Thurgood Marshall Academy began exploring opportunities for new partnerships with external partners to augment out-of-school-time programs, including after-school clubs. Identifying external partners to help run after-school programs reduced reliance on teachers, and creates opportunities for out-of-school-time activities to be led by individuals who possess subject-area expertise, allowing students to extend their comprehension of niche content that teachers may not be able to impart. In the 2014–15 school year, Thurgood Marshall Academy launched a new club, Brainfood, in partnership with an outside partner; students participated in Brainfood's Kitchen All Stars initiative, a year-long (September-May) program that introduces them to life skills and leadership skills through food and cooking. Students attended classes twice a week from 4:00 pm – 6:30 pm at their Chinatown or Columbia Heights sites.

The Programs Department plans to explore opportunities for additional partnerships with external partners during the 2015–16 school year.

Supplementary Social-Emotional Support for Students Experiencing Trauma

In DC's Ward 8, violence and poverty often take a toll on students' emotional development, a factor that can have a direct link on their academic development. The experience of trauma can significantly alter a student's school routine, along with their process of learning. Trauma also increases a student's likelihood of disruptive behavior, difficulty concentrating, and absenteeism, all of which have been shown through research to contribute to lower grade point averages.

Recognizing this significant need among many of its students, Thurgood Marshall Academy partnered with the Department of Mental Health to provide a full-time Clinical Social Worker. The Social Worker provided the resources and supports of the Department of Mental Health to students and families on-site at the school increasing access to families. In addition to one-on-one support, the Clinical Social Worker ran two student groups focused on mental health and provided workshops for faculty. Additionally, the

school partnered with the Wendt Center to provide a weekly trauma support group for students. The partnership, in its second year, also allowed students to receive on-going one-on-one counseling for trauma from staff at the Wendt Center during the school day.

Increase Dual Enrollment Among Thurgood Marshall Academy Students

Though the number of students who take advantage of Dual Enrollment opportunities for college credit has grown over the past two years, Thurgood Marshall Academy seeks to further increase the number of students who enroll in courses at local colleges and universities as a means to prepare additional students for the rigors of college-level coursework. Previously, Thurgood Marshall Academy did not award high school credit to students who completed college courses. This deterred qualified students from enrolling in college courses because the courses represented additional work on top of a student's full course load of eight classes at Thurgood Marshall Academy. In 2014–15, Thurgood Marshall Academy implemented a dual enrollment credit policy that allowed students to apply college credits towards their high school graduation requirements. School administrators identified alignment of college courses to courses required for graduation. Further, grades received in college courses will be weighted in a student's transcript to reflect the rigor of the course.

II.C. UNIQUE ACCOMPLISHMENTS

This year, Thurgood Marshall Academy students recorded many significant accomplishments. Most prominently, 100% of the graduates from Class of 2015 were accepted to at least one college, a testament to the success of the school's rigorous college-preparatory curriculum. Students also earned prestigious competitive university scholarships, gained admission to competitive, college-preparatory summer programs, participated in innovative, cross-curricular arts projects, and experienced success in athletic competition. A variety of individual student and faculty achievements, school-wide events, and public accolades further illustrate that Thurgood Marshall Academy achieves its college-preparatory mission. The following accolades are the highlights of these achievements.

Student Achievements

Students Are Prepared to Succeed in College and Beyond

- One Thurgood Marshall Academy student received a 2015 Gates Millennium Scholarship, a last-dollar award that covers a student's undergraduate expenses, as well as graduate degree expenses in select fields such as Engineering, Math, or Library Sciences. The Gates Millennium Scholarship is a national, competitive award offered to minority students who demonstrate academic excellence and leadership through community service and extracurricular activities. Only seven students in the District received this scholarship in 2015.
- The George Washington University awarded one student the Stephen Joel Trachtenberg Scholarship, which will cover full tuition for four years.
- The class of 2015 valedictorian received the Herb Denton Scholarship for \$105,000 that will offset college tuition and was named as a 2015 Milken Scholar. The program identifies students nation-wide based on their academic performance, community service, leadership, and triumphs over personal obstacles and provides them with resources such as internships, mentorship, and counseling to support their college and professional goals. As a Milken Scholar, she also received a \$10,000 scholarship to help defer college costs.
- Twelve seniors joined First Lady Michelle Obama and over 100 high school seniors from neighborhood schools during the District's first College Signing Day at The George Washington

University. An event to support Mrs. Obama’s “Reach Higher Initiative,” students announced the college or university they plan to attend. US Secretary of Education Arne Duncan and Mayor Muriel Bowser were both in attendance.

- As part of the News Literacy Program, students had the opportunity to engage with media professionals through visits to the newsrooms at *Politico* and *WJLA-ABC 7* in spring 2015. This enabled students to see concepts from the classroom in action and experience the day-to-day responsibilities of journalists. Engaging with media professionals in the field offered students the depth needed to adequately explore topics such as recognizing bias, analyzing polarization, and inferring outcomes in ethical dilemmas.
- Street Law students participated in the annual Street Law Mock Trial Competition hosted by the Georgetown Street Law Clinic hosted at the DC Superior Court. Students received honors for “best attorney” and “best witness” among participants.
- Thurgood Marshall Academy’s Art Teacher enrolled students in the National Conference on Race & Ethnicity in American Higher Education’s (NCORE) inaugural student art competition, which yielded one senior a first-place victory. His artwork debuted on the cover of NCORE’s on-line academic journal.
- Two students submitted artwork for the Congressional Art Competition. The nationwide high school visual competition recognizes and encourages artistic talent in the nation and in each congressional district. Students worked alongside Thurgood Marshall Academy’s Art Teacher to design a two-dimensional art piece using oil, acrylics, watercolors, colored pencils, lithographs, silkscreen, or other media.
- Twelfth-grade students participated in *Text Alive* through the Shakespeare Theater Company. The semester long arts-integration program introduced students to *A Midsummer Night’s Dream*. Alongside peers from Maryland and Virginia, each class was given one scene from the play to direct and perform to demonstrate their understanding of Shakespeare’s language, style, and theatrical performance.
- Three students from Thurgood Marshall Academy’s music program were recognized by the Washington, DC chapter of The National Society of Arts and Letters, an organization that supports the development of talented young people in the arts. One junior received the Award for Excellence in the Arts while two other 11th graders earned a Certificate of Merit. Thurgood Marshall Academy was the only charter school represented in the competition.
- One Thurgood Marshall Academy student was selected by the D.C. College Access Program to perform in DC-CAPital Stars show gala at the Kennedy Center’s Eisenhower Theater. She was among ten finalists who each won \$2,000 toward tuition costs.
- Four students participated in Press Pass Mentors, a two-year program created by a group of journalists at *The Washington Post*. Students were paired with professional writers who provided one-on-one mentoring with a focus on college preparation, and who leveraged their unique access as journalists for field trips to places such as the Washington football team’s locker room, Capitol Hill, and the White House. All students participating in the program also received a \$2,000 college scholarship.
- Two upper class students were selected through an application process to participate in the *Everyday Economic Conference* hosted by the Bureau of Labor and Statistics. The event allowed students to meet with professionals in the field and discuss potential careers in economics.
- Thurgood Marshall Academy held its second annual STEM (Science, Technology, Engineering, and Math) Fair at the school in March 2015, an effort to increase minority engagement in STEM fields both at the high school and college level. Thurgood Marshall Academy students completed

a variety of STEM projects to present at the fair, hosting booths on robotics, catapults, and computer components, among others. Students also met with STEM professionals from NASA, the US Navy, and Catholic University to learn how robots are made, examine the elements of DNA, and experiment with different types of science equipment. The STEM fair, which took place in the athletics facilities shared with neighboring Savoy Elementary School, engaged elementary school students as well, who had the opportunity to learn about STEM topics from Thurgood Marshall Academy students.

- Upper class science students participated in a STEM fair at Georgetown Day School where students learned from peers and national guest speakers about current research trends in STEM fields.
- To experience college level course work in STEM subjects, Advanced Chemistry students and Honor's Algebra I students participated in freshman introductory courses in the respective subjects at the University of Maryland–College Park as a way to get a closer look into the course work required for STEM majors on a college level.

Students Actively Engage in Our Democratic Society

- Thurgood Marshall Academy and Edmund Burke School, a private school in Northwest, Washington, DC, partnered to create a student exchange that brought students together from the two schools for discussions on race and injustice. The Social Studies Department launched the partnership with teachers from the Edmund Burke School to help students foster new relationships with peers they might not otherwise meet in similar settings. The semester-long program culminated with two-day exchange at each school providing students with an opportunity to gain a better understanding of how injustice manifests worldwide.
- Thurgood Marshall Academy AP Government students met with Senator Cory Booker and took a tour of the US Capitol to reinforce concepts learned in the course.
- The Just the Beginning Foundation invited twenty-five students for a meet and greet with Supreme Court Justice Elena Kagan, who led students in a dynamic question-and-answer segment. The Foundation is committed to developing and nurturing interest in the law among young people from various backgrounds who are often underrepresented in the legal profession. Over lunch, students networked with lawyers, judges, educators, academicians, and others and expressed their passion for law and politics.
- Thurgood Marshall Academy AP Government students visited the Supreme Court and observed Kannon Shanmugam, the Chair of Thurgood Marshall Academy Board of Trustees, present oral arguments.
- Four seniors participated in the DC Ethics Bowl at American University. The competition encourages students to think critically about ethical and political modern-day issues. Participating for the first time, Thurgood Marshall Academy students won two out of three rounds while examining a variety of cases that presented an ethical dilemma.
- Twenty students were invited to attend the DC Global Issue Network Conference, a two-day event that empowers students to step outside their designated role and self-identify their contribution based on their strengths, interests and passions; grows opportunities for cross-disciplinary and project-based learning between classrooms and across grade levels; reinforces bonds and highlights leadership accomplishments; and infuses optimism and strengthens morale. The Social Studies department selected students, who collaborated with their local, regional, and global peers to create solutions for global issues.

- Twenty-five students visited the Anacostia Watershed, an organization dedicated to the environmental needs of the Anacostia River and its watershed communities. With 85% of Thurgood Marshall Academy students residing in neighborhoods east of the Anacostia River, the school works closely with organizations committed to advancing the very communities that students call home. During the field trip, students learned about the importance of river maintenance, clean water, and effective solutions to recover the shores in an effort to honor the rich heritage of Anacostia.
- Eight Thurgood Marshall Academy students competed in The Aspen Challenge, a national competition for high school students to display solution-oriented projects for the world's most pressing issues. Students worked alongside five neighborhood charter schools to address ongoing poverty issues in the District. The Aspen Challenge, launched in a new city each year, provides an opportunity for students to engage with leading global visionaries, artists, and entrepreneurs. Students designed and implemented a business using fresh vegetables from the Thurgood Marshall Academy garden to increase access to healthy food and recipes for the community.
- Four students were selected to participate in the West Point Leadership Conference on ethics. The students, alongside peers from Maryland and Virginia, analyzed ethics and honesty in today's teen society and its impact on future leaders.
- Two Thurgood Marshall Academy students were featured in the Tobacco-Free Kids Campaign that promoted the hazards associated with marketing cigarettes and other tobacco products to minors. A leading force in the fight to reduce tobacco use and its deadly toll in the United States and around the world, Tobacco-Free Kids advocates for public policies proven to prevent minors from smoking, help smokers quit, and protect everyone from secondhand smoke.
- Six Thurgood Marshall Academy students were selected to participate in the H Street Development Corporation's Community Global Initiative Program, a two-year cohort designed to increase the ability of urban students to communicate and compete globally by learning the language and cultures of other countries. Students traveled to Spain and Morocco as part of this program in the summer of 2015.
- A ninth grade student earned a third place victory during the Blacks in Government: 2015 National Oratorical Student Competition. The student was the youngest in the competition and through the event, gained exposure to the federal government, networked with local professionals, and took advantage of opportunities to improve public speaking skills.
- Thurgood Marshall Academy students marked Black History Month with the fifth annual *Celebrating Our Roots*, a nine-week, cross-curricular program and culminating event at Thurgood Marshall Academy featuring student artwork and performances. This year, students had a rare opportunity to relive the Motown Sound and a musical era that impacted the racial integration of popular music. Students tied in the Black Lives Matter movement and identified how the legends of Motown inspire today's generation to address social justice issues.
- Thurgood Marshall Academy's Mental Health Clinician led students in the first-ever Text, Talk, Act, an open-discussion that stimulated dialogue around mental health. The activity supported the 10th anniversary of National Children's Mental Health Awareness Day and helped students use text messaging as a tool to help a friend who may be undergoing emotional distress. Through text messaging, students received discussion questions that prompted nationwide conversations about mental health.
- Fifteen students in the senior class attended a screening of *I Learn America* at the US Department of Education. The documentary introduced students to the lives of children who have immigrated to America and how the country welcomes them in the 21st century. The film profiled five

resilient immigrant teenagers who attend an international high school in New York City and documents their individual challenges with adapting to the new lifestyle.

- After raising sufficient funds through the Abroad Initiative, three students traveled overseas to Costa Rica for a two-week educational trip that inspired students to develop a stronger understanding and appreciation of the world around them. The trip was fully funded from the proceeds raised at fundraising events led, managed, and produced by the students and chaperones who are members of the Abroad Initiative. The fundraising activities introduce students to the financial aspects of event and budget management skills.

College Acceptance

Every member of Thurgood Marshall Academy's first eleven graduating classes was accepted to a two- or four-year college or university and received some form of financial assistance to defray the cost of higher education. Thurgood Marshall Academy students have been accepted by universities in the Ivy League (Yale and Cornell) as well as by several other highly selective colleges and universities such as Stanford, Northwestern, Rice, and Pomona. The Class of 2015 also received numerous noteworthy scholarships totaling over \$4.4 million in addition to the Milken Foundation, Posse Foundation, and Gates Millennium Scholars Programs, several other scholarship organizations recognized the growth, leadership, and unique qualifications of Thurgood Marshall Academy students. Organizations and foundations such as Comcast, Horatio Alger, Herbert Denton Scholarship, and the Motley Fool also offered scholarships to members of the Class of 2015.

Thurgood Marshall Academy's 2015 graduates were accepted to the following schools:

- | | |
|--------------------------------------|---|
| • Adirondack Community College | • Goucher College |
| • Alabama A&M University | • Hampton University |
| • Albright College | • Hanover College |
| • Allegany College of Maryland | • Howard University |
| • American University | • Johnson & Wales University (Charlotte) |
| • Anne Arundel Community College | • Langston University |
| • Barton County Community College | • Lincoln University |
| • Bennett College | • Livingstone College |
| • Blinn College | • Manhattanville College |
| • Capitol Tech University | • Marshall University |
| • Champlain College | • Mercy College |
| • Chapman University | • Mills College |
| • Columbia College Chicago | • Monroe Community College |
| • Converse College | • Montgomery College |
| • Coppin State University | • Morehouse College |
| • Daytona State College | • Morgan State University |
| • Daemen College | • Norfolk State University |
| • Delaware College of Art and Design | • Northern Virginia Community College-
Alexandria Campus |
| • Delaware State University | • Old Dominion University |
| • Fayetteville State University | • Pennsylvania State University |
| • Flagler College | • Philander Smith College |
| • George Mason University | • Potomac State College of West Virginia
University |
| • The George Washington University | |
| • Georgia State University | |

- Prince George’s Community College
- Queens University of Charlotte
- Shaw University
- Shippensburg University of Pennsylvania
- Simmons College
- Smith College
- Spelman College
- St. John’s University-Queens Campus
- Temple University
- Trinity Washington University
- Tuskegee University
- Union College
- University at Albany-SUNY
- University of California at Los Angeles
- University of Delaware
- University of the District of Columbia
- University of Georgia
- University of Hartford
- University of Maryland-Eastern Shore
- University of Miami
- University of North Carolina-Greensboro
- University of Pittsburgh
- University of Rochester
- University of Toledo
- University of Vermont
- University of Virginia
- University of Wisconsin-Stevens Point
- Virginia Commonwealth University
- Virginia State University
- Wesley College
- Xavier University-Louisiana

Special Guests & Visitors

A number of distinguished speakers and special guests visited Thurgood Marshall Academy throughout the 2014–15 school year.

- In March 2015, Mayor Muriel Bowser and Ursula Burns, CEO of Xerox, visited Thurgood Marshall Academy. Guided on a tour of the school, the visit ended with a sit-down discussion with female students aspiring to be STEM professionals. The visit was an opportunity for students to share how Thurgood Marshall Academy’s curriculum prepares them for STEM majors in college.
- House of Representatives members joined Thurgood Marshall Academy for a guided tour and led a panel discussion with faculty, staff, and students. The members’ visit was in support of their work on the Education & Workforce Committee in the House. The following members attended: House Majority Leader Kevin McCarthy, (R- CA); Conference Chair McMorris Rodgers (R-WA); Conference Secretary Virginia Foxx (R- NC); Education and Workforce Committee Chairman John Kline (R- MN); and Rep. French Hill (R-AK).
- Thurgood Marshall Academy hosted the Ward 8 City Council Candidates Forum with the DC Federation of Civic Associations. Sixteen candidates campaigning for the then-vacant Ward 8 seat were in attendance along with community residents and Tom Sherwood of *NBC4 Washington*, who moderated the event.
- Thurgood Marshall Academy hosted its 6th Annual Spring College Fair. The event was the highest attended college fair to date with representatives from over 45 colleges, universities, and organizations across the country. The event presented an opportunity for 10th and 11th graders to get first-hand information from college counselors and admissions officers and other college access program professionals.
- Twelve graduate students from Columbia University’s School of Architecture Planning and Preservation visited Thurgood Marshall Academy as part of their course on urban schools and their goal to build relationships to garner local community support.

- Co-Founders of “Everyday Africa” met with students from Thurgood Marshall Academy’s Sociology class. Students were introduced to the organization’s new pilot project that will combat stereotypes about the continent.
- Thurgood Marshall Academy hosted several guests as part of its Brown Bag Lunch Series—optional information sessions for students during their lunch periods with speakers who had specific subject area expertise. This year, speakers included Matthew D. Sykes from Lawyers Committee on Civil Rights Under Law and Kim Toogood, the founder of international development club RepDevGlobal.
- In November 2014, Thurgood Marshall Academy’s hosted nine Teach for America alumni who were enrolled in a year-long fellowship in St. Louis. The visit, coordinated by Thurgood Marshall Academy’s Director of Academic Support, exposed participants to best practices and models that successful charter schools reinforce. Fellows met with school leaders and learned about their vision, execution, and performance results, as well as observed teachers and students in action.
- The Smithsonian Anacostia Community Museum hosted the Urban Waterways Symposium at Thurgood Marshall Academy. The informative event brought together leaders from diverse backgrounds and agencies including nonprofit and community professionals, scholars, and activists who shared their knowledge and experience about waterways management and conservation best practices. Former Mayor Anthony Williams served as keynote speaker.

Faculty Presentations and Fellowships

Thurgood Marshall Academy relies on the expertise of its faculty to offer outstanding opportunities to its students. Throughout the 2014–15 school year, faculty and administrators shared best practices and programs that contribute to the success of the school. External presentations included the following:

- Thurgood Marshall Academy’s Academic Leadership team partnered with the Office of the State Superintendent of Education (OSSE) to co-facilitate a year-long working group of charter school leaders and create a common Teacher Evaluation Form and Rubric. The rubric is intended to help better gauge teacher performance and implement universal practices that help them meet and exceed goals. The common rubric will be implemented and piloted in the 2015–16 school year across charter schools and Local Educational Agencies (LEA).
- Thurgood Marshall Academy’s Director of College & Alumni Programs led the school’s first College Counseling Institute, an initiative that shares best practices for improving college counseling and alumni support among local public and charter high schools in Washington, D.C.
- Thurgood Marshall Academy’s Executive Director, Alexandra Pardo, was featured in the *District of Change: Examining the Transformation of the District of Columbia: Are DC Schools Getting Better?* hosted by the District of Columbia Public Library in September of 2014.
- Thurgood Marshall Academy’s Director of College & Alumni Programs was accepted into the Family Engagement in College Readiness Learning Partnership with the Flamboyant Foundation. He was selected to present on best practices that better engage and assist families throughout their child’s college experience.
- One teacher was accepted into Columbia University’s rigorous Teachers College to embark on a competitive role within the school’s Summer Principal’s Academy. While coursework is completed during the summer, extended coursework requires the teacher to work alongside the Instructional Coach to implement effective strategies that will help Thurgood Marshall Academy and similarly structured schools to perform well.

- Two teachers presented research and data at Project Zero, an educational research group at the Harvard Graduate School of Education. They compiled evidence from Thurgood Marshall Academy students to examine the development of learning processes in young adults. Their data was part of greater pool of evidence that includes investigations into the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning.
- One teacher from the Social Studies Department attended and participated in the Gilder Lehrman Institute Summer Teaching Program at Stanford University. The program provides educators with insight to help improve their roles in history education.

Media

Thurgood Marshall Academy received media coverage during the 2014–15 school year that included the following:

- National recognition included an extensive profile in the online magazine *Politico*, which called Thurgood Marshall Academy “one of the crown jewels of the D.C. charter system.” The July 2015 feature article, “D.C.’s Education in School Reform” (initially titled “You’re Not Going to Give Up”) cited Thurgood Marshall Academy as among a number of high-performing charter schools that “offer an unorthodox education in grit and perseverance.” Reporter Debra Bruno profiled Thurgood Marshall Academy’s founders, faculty, students, and graduates. She noted the school’s record of success in preparing students not only to attend, but to graduate from college. The article discussed features that lead to students’ success: Thurgood Marshall Academy’s clear legal theme, rigorous and innovative curriculum, strong leadership, veteran educators, emphasis on college counseling, and also the fact that, “First, someone—and probably more than one person—takes an interest in them each day.” The piece constituted an installment in *Politico*’s “What Works” reports, a year-long reported series featuring innovative ideas—and how they spread—from cities across the United States at a time of unprecedented urban reinvention.
- Thurgood Marshall Academy Executive Director, Alexandra Pardo, served as a guest contributor for the *Examiner* and offered insight on effective ways to reconsider standardized test score data in a thought-provoking blog post.
- Two students from Thurgood Marshall Academy’s Computer Applications course were featured in *BBC*’s School Report. Serving as Field Reporters, the students were the first-ever American participants to create a submission for *BBC*, a national public service broadcaster located in the UK. The new project challenged students to investigate healthy eating options and access to healthy food in the Anacostia community.
- Thurgood Marshall Academy’s Alumni Program was featured in *Greater Greater Washington* in a feature story that discussed the additional supports low-income students require to succeed in post-secondary academic pursuits.
- Thurgood Marshall Academy student, Angel Haythe, was featured in *The Washington Post* for her participation in a singing competition hosted by the D.C. College Access Program.
- Scott Pearson of the DC Public Charter School Board contributed to *The Huffington Post* for an article that shed light on The Aspen Challenge and Thurgood Marshall Academy’s role in the global competition.
- *The Washington Post* spotlighted Thurgood Marshall Academy’s basketball coach and the varsity team’s season success, which it considered the biggest basketball surprise in the D.C. Public Charter School Athletic Association in the 2014-15 school year.

- 4 *NBC Washington* spotlighted Thurgood Marshall Academy senior Faith Hudson, who was awarded the Stephen J. Trachtenberg Scholarship to attend The George Washington University.
- Thurgood Marshall Academy recent graduate Carlos McKnight (TMA '15) was photographed for the *Associated Press* while protesting during the historic same-sex marriage US Supreme Court ruling on June 26. The photo was used as an iconic image for the ruling; it was featured on multiple national and international media outlets like *CNN*, *The Huffington Post*, and others.

Community Support & Partnerships

Thurgood Marshall Academy recognizes that building strong relationships with outside entities is essential to the school's success, and the school is proud of the partnerships that it has developed throughout the District of Columbia. The school currently maintains an extensive network of over 50 partner organizations and more than 200 individual volunteers. Thurgood Marshall Academy has developed relationships with several District law firms that offer significant monetary and in-kind donations and whose staff serves as committed tutors and mentors. Thurgood Marshall Academy continues to strengthen relationships with its partner law firms.

- Many metropolitan Washington, DC, law firms invest substantially in Thurgood Marshall Academy's work, epitomized by those firms that partner with the school to provide the enrichment programs—such as Law Day and Law Firm Tutoring—described elsewhere in this report.
- The DC College Success Foundation has a longstanding relationship with Thurgood Marshall Academy, and it has given 200 of the school's students over \$7 million in scholarships since 2007 through the DC Achievers program. Thirty-four students were accepted into DC Achievers and received a personal mentor to aid in the completion of college applications, additional college counseling, and up to \$50,000 in scholarships for each year of college education.
- The Street Law program at Georgetown University Law Center continued to be a vital part of Thurgood Marshall Academy's law curriculum. Law students taught the Street Law course, an elective for seniors. Students in the course competed against other DC area schools at the DC Superior Court. One of the three groups won their argument and other participants were recognized by the judges as the best attorneys and witnesses in their trials.
- Thurgood Marshall Academy partnered with the News Literacy Project (NLP), an organization dedicated to bringing news literacy resources into high school classrooms, for the fourth consecutive year. This partnership augments coursework in an 11th and 12th grade elective class, Online Media Literacy. The NLP is a consortium of journalists and teachers whose mission is to teach the skills and ethics of journalism and media literacy to students. The resulting class focused on media literacy and resembled a first-year college course in rigor and seminar-style format. Assignments this year included weekly critical analysis current events blog posts and a research paper on an issue of polarization in the news.
- Savoy Elementary School continued to partner with Thurgood Marshall Academy to share a gymnasium and host the Great Garden of Anacostia, the shared school garden that provides learning opportunities for both schools in science, English, Spanish, and beyond.

Fundraising

Thurgood Marshall Academy spends, on average, nearly \$8,000 per student above the per pupil allotment, provided by the District of Columbia, in order to ensure that students have the in-class and youth development services they need to succeed in college and engage actively in our democratic society. The

school's Development Department spearheads fundraising activities to ensure that Thurgood Marshall Academy is able to sustain and grow these wrap-around services. Through the years, Thurgood Marshall Academy has consistently attracted donors and grantors who sustain the promise of a quality college-preparatory education for young people in Anacostia. In 2014–15, Thurgood Marshall Academy raised more than \$180,000 in gala sponsorships, ticket sales, auction sales, and donations to support academic programming. In addition to these sponsorships and other individual donations, the Development Department raised over \$1 million through grants from foundations, corporations, and government agencies. Overall, donors and grantors contributed more than \$1.1 million to Thurgood Marshall Academy in 2014–15.

II.D. LIST OF DONORS

Below is a list of the donors and grantors who have contributed monetary donations having a value equal to or exceeding \$500 during the year reported.

- | | |
|--|---|
| • The Acacia Foundation | • Ridgeway Hall |
| • Jeanne S. Archibald | • Stuart and Beverly Halpert |
| • Blank Rome LLP | • Herbert C. Harris |
| • Patricia Brannan | • Jocelyn Henderson |
| • David Briggs | • Hogan Lovells LLP |
| • George and Evelyn Brown | • Allison Holt |
| • William Bruno | • Industrial Bank |
| • Building Hope | • Jenner & Block LLP |
| • City First Bank of DC | • Katherine Johnson |
| • CityBridge Foundation | • Robert M. Johnston |
| • Community Foundation for the National Capital Region | • J. Andrew Keyes |
| • Corina Higginson Trust | • The Kinder Morgan Foundation |
| • Crowell & Moring Foundation | • King & Spalding LLP |
| • DC Children & Youth Investment Trust Corporation | • Latham & Watkins LLP |
| • DC Greens | • Roger and Eleanor Roberts Lewis |
| • DC LSTA (Library Services & Technology Act) Grant | • Gail Massot |
| • P. Delvecchio | • Olivier Massot |
| • Michael Denucci | • Michael and Hannah Mazer |
| • Agnes Dover | • The Meltzer Group |
| • Calvine and Doug Dunnan | • Miller & Chevalier Charitable Foundation |
| • Jessica L. Ellsworth | • Stephen Milliken |
| • Jerome and Jayme Epstein | • Morgan Lewis & Bockius LLP |
| • Robert Fletcher | • The Motley Fool |
| • Foley & Lardner | • Navigant Consulting-Lending a Hand |
| • Patricia Freeman | • Office of the State Superintendent of Education |
| • Global Visions LLC | • Mary Panetta |
| • Michael and Marilyn Glosserman | • Alexandra Pardo |
| • Warren Gorrell | • Malcolm and Pamela Peabody |
| • Graham Holdings Company | • PMM Companies |
| • Elizabeth Hale | • Giselle Pole |
| | • Kathy Raffa |

- Lorin and Nanci Rydstrom
- Barbara Schelhorn
- The Schlossman Families
- Kannon and Victoria Shanmugam
- Sher Girls Philanthropic Fund
- SHERKIDS, Ltd.
- James Showen
- State Bar of New Mexico
- Jonathan T. Stoel
- The Ralph and Frances Dweck Family Foundation
- Richard & Beverly Van Duyne
- Vinson & Elkins LLP
- Elizabeth Waters
- Wiley Rein LLP
- Williams & Connolly LLP

CONCLUSION

To meet the significant needs of its students, Thurgood Marshall Academy remains firmly committed to seeking and implementing proven research-based best practices. Thurgood Marshall Academy will continue to use data as a basis for decision-making and also seek to understand the challenges facing its students, all in support of the school's mission: to prepare student to succeed in college and to actively engage in our democratic society.

Evidence that the school succeeds at its core mission as a college-preparatory school appears in its record of student academic preparation and success: 100% college acceptance among graduates, \$4.4 million in scholarships in 2014–15, 94% college enrollment among members of the Class of 2014 (the most recent graduating class to enroll as of the date of this report), and an overall alumni college graduation rate of 62% (versus the national average of 54%). Thurgood Marshall Academy students out-perform their peers in DC on nationally administered standardized tests and eagerly participate in early college access programs such as the Advanced Placement and dual-enrollment. Finally, Thurgood Marshall Academy seeks to prepare students to become advocates for themselves and their communities: its law-related instruction and programming along with its network of more than 50 partnering organizations and 200 volunteers—drawn largely from DC area law firms—demonstrate the significant opportunities available for Thurgood Marshall Academy students to grow personally and engage in the Washington, DC, community.

DATA REPORT

Ref. #	Source	Data Point	Data
GENERAL INFORMATION			
1	PCSB	LEA Name	Thurgood Marshall Academy PCS
2	PCSB	Campus Name	Thurgood Marshall Academy PCS
3	School	Ages served – adult schools only	N/A
4.a	PCSB	All Grades	395
4.b	PCSB	PK3	0
4.c	PCSB	PK4	0
4.d	PCSB	KG	0
4.e	PCSB	1	0
4.f	PCSB	2	0
4.g	PCSB	3	0
4.h	PCSB	4	0
4.i	PCSB	5	0
4.j	PCSB	6	0
4.k	PCSB	7	0
4.l	PCSB	8	0
4.m	PCSB	9	136
4.n	PCSB	10	93
4.o	PCSB	11	94
4.p	PCSB	12	72
4.q	PCSB	PG	0
4.r	PCSB	Ungraded	0
STUDENT DATA POINTS			
5	School	Total number of instructional days Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.	183 days
6	PCSB	Suspension Rate $\frac{\text{number of students with out of school suspension}}{\text{number of students enrolled as of Oct. 2014 audit}} \times 100$	18.2%
7	PCSB	Expulsion Rate $\frac{\text{number of students expelled}}{\text{number of students enrolled as of Oct. 2014 audit}} \times 100$	0.51%

Ref. #	Source	Data Point	Data
8	PCSB	Instructional Time Lost to Discipline $\frac{(\text{sum of suspension days due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2014 – 15 school year})} \times 100$	0.65%
9	PCSB	Promotion rate $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2013 and Oct. 2014 audited enrollment files}}{\text{number of students enrolled as of Oct. 2014 audit}} \times 100$	91.9%
10	PCSB	AVERAGE DAILY MEMBERSHIP The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No further action by schools is necessary.)	93.1%
11	PCSB	Mid-Year Withdrawals Rate $\frac{\text{number of students in the Oct. 2014 audit count who are not on the school's roster through May 31, 2015}}{\text{number of students enrolled as of Oct 2014 audit}} \times 100$	12.2%
12	PCSB	Mid-Year Entries $\frac{\text{number of students who enroll after Oct. 2014 audit and remain enrolled through May 31, 2015}}{\text{number of students enrolled as of Oct. 2014 audit}} \times 100$	<1%
13	PCSB (SY13-14)	College Acceptance Rates $\frac{\text{number of 12 grade students accepted to a full time college or university}}{\text{number of 12 grade students}} \times 100$	100%
14	PCSB (SY13-14)	College Admission Test Scores $\frac{\text{number of current grade 12 students scoring at least 800 in SAT & 16 or higher in ACT}}{\text{number of grade 12 students}} \times 100$	59.8%
15	PCSB (SY13-14)	Graduation Rates $\frac{\text{number of students in cohort who graduated by June or August 2014 with a standard diploma}}{\text{number of first time grade 9 students in fall 2010 + transfers in – transfers out – emigrants – students who pass away}} \times 100$	76.4%
FACULTY AND STAFF DATA POINTS			
16	School	Teacher Attrition Rate $\frac{\text{number of teachers retired/resigned/outplaced between October 7, 2013 and first day of school for SY 2014 – 2015}}{(\text{number of teachers employed as of October 7, 2013})} \times 100$	18%
17	School	Number of Teachers "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.	34 teachers

Ref. #	Source	Data Point	Data
18	School	Teacher Salary 1. Average: \$ 2. Range -- Minimum: \$ Maximum: \$	1. Average Teacher Salary: \$66,618 2. Minimum Salary: \$52,852 Maximum Salary: \$94,483

FACULTY AND STAFF ROSTER
SCHOOL YEAR 2014–2015

Name	Responsibilities
Oghenekome Aganga-Williams	English Teacher
Tara Allen	Math Teacher
Kena Allison	Science Teacher Instructional Coach
Zabrina Ames	Project Associate
Lena Barker	Librarian
Joshua Biederman	Social Studies Teacher
Aaron Bobik	Grants Associate
Maya Bond	Science Teacher
Raven Bradburn	Development Associate
Ali Campot	Spanish Teacher
Christina Camps	Math Teacher
Brandelyn Castine	Programs Coordinator
Cara Cherepon	English Teacher
Andrew Corcoran	Director of Programs
Shawanna Crosby	Student Affairs Associate
Erica Culbreath	Science Teacher
Jesse DeOms	Math Teacher
Morgan Dunnan	Math Teacher
Stephen Edge	Special Education Teacher
Liza Enrich	Science Teacher
Rachel Gallimore	Spanish Teacher
Naomi Gamoran	Social Studies Teacher
Marielys Garcia	Director of Academic Support
Aileen George	Special Education Teacher
Samantha Grant	Academics Associate – Lutheran Volunteers Corps (Volunteer)
Aaron Hall	Operations Associate Athletics Coordinator
Tiffany Hall-D’Accordo	English Teacher
Alicia Hargrove	Programs Associate
Keisha Hutchinson	Quality Assurance Manager
Byron Johnson	Student Dean
Sonja Jones	Special Education Coordinator
Nadly Julien	Admissions Coordinator Student Affairs Associate
Karen Lee	Social Studies Teacher
Emma Levine	College Counselor Alumni Program Manager
Evan Lloyd	English Teacher
Annie Luttrell	Social Studies Teacher
Keisha Lyons	English Teacher
Sanjay Mitchell	Director of College & Alumni Programs
Brian Moore	Physical Education Health Teacher
Nora Moore	Assistant Director of Operations
Kyle Morean	Technology Coordinator Teacher
Katherine Novinski	Math Teacher
Amber Owens	Project Coordinator Special Education Teacher

Name	Responsibilities
Alexandra Pardo	Executive Director
Giselle Pole	Director of Development and Strategic Partnerships
Rachel Rabinowitz	Academics Associate – AVODAH (Volunteer)
Brian Rohal	Legal Advisor
Molly Rothschild	Programs Associate – AVODAH (Volunteer)
Anna Savage	Special Education Teacher
David Schlossman	Chief Operating Officer
Renee Short	Office Manager
Maureen Shorter	Cafeteria Associate
Amanda Shuman	Math Teacher
Zacchaeus Singletary	Cafeteria Associate
Michael Somerville	Student Dean
Stacey Stewart	Director of Student Affairs
Nafeesah Symonette	Art Teacher Yearbook Teacher
Michele Thompson	Athletic Director Physical Education Teacher
Alecia Walker	Social Studies Teacher
Karine Walker	Music Teacher
Tatianna Washington	Cafeteria Associate
Stacia Weaver	Communications Associate
Sarah Whieldon	Clinical Counselor
Justin Williams	Special Education Assistant
LaRita Williams	Academic Director
Torrance Winder	Programs Associate – Lutheran Volunteers Corps (Volunteer)
Chesley Woods-Flannery	English Teacher
Jessie Yaun	Spanish Teacher
Alyssa Zamora	English Teacher Social Studies Teacher

QUALIFICATIONS

Of Thurgood Marshall Academy’s 69 faculty and staff members, more than 50% hold graduate degrees. Among the schools 34 FTE teachers, over 70% hold graduates degrees. All teachers met Highly Qualified Teacher Status (HQT).

**THURGOOD MARSHALL ACADEMY BOARD OF TRUSTEES
SCHOOL YEAR 2014–2015**

CHAIR OF THE BOARD OF TRUSTEES

Kannon Shanmugam; appointed 5/22/2012; term expires 7/1/2016

VICE CHAIR OF THE BOARD OF TRUSTEES

Jerome Epstein; appointed 3/22/2007; term expires 7/1/2017

TREASURER

Jocelyn Henderson; appointed 5/24/2007; term expires 7/1/2017 (*DC Resident*)

SECRETARY

Betty Jackson; appointed 12/5/2012; term expired 7/1/2015 (*DC Resident; Parent Member*)

TRUSTEES

Bruce Baffer; appointed 9/13/2011; term expired 7/1/2015 (*DC Resident*)

George Brown; appointed 4/2/2005; term expires 7/1/2017 (*DC Resident*)

Dan Gordon; appointed 4/7/2015; term expires 7/1/2017 (*DC Resident*)

Shonda Goward; appointed 4/7/2015; term expires 7/1/2017 (*DC Resident*)

Elizabeth Hale; appointed 9/23/2006; term expired 7/1/2015 (*DC Resident*)

Wendy Pasley; appointed 12/3/2013; term expires 7/1/2016 (*DC Resident; Parent Member*)

Richard L. Roe; appointed 5/24/2000; term expires 7/1/2016

Andrew Rosenberg; appointed 12/5/2012; term expires 7/1/2016

Jonathan Stoel; appointed 5/22/2012; term expires 7/1/2016 (*DC Resident*)

NON-VOTING MEMBERS

Mark Harrison; appointed 4/7/2015; term expires 7/1/2017 (*DC Resident*)

Thurgood Marshall Academy
D.C. Public Charter School Board Report
Statement of Financial Position (Unaudited)
June 30, 2015

ASSETS

Current Assets

Cash:

Operating	\$ 2,646,798
Operating Reserve	880,493
Federal Grants	<u>949</u>

Total Cash 3,528,240

Grants and Accounts Receivable 254,420
Other Current Assets 109,110

Total Current Assets 3,891,770

Fixed Assets (Net)

Operating Fixed Assets 336,701
Facilities 11,559,126

Total Fixed Assets 11,895,827

Other Assets 170,396

Total Other Assets 170,396

TOTAL ASSETS **\$ 15,957,993**

LIABILITIES

Current Liabilities

Short-Term Debt	\$ 109,983
Deferred Revenue	-
Other Current Liabilities	<u>491,629</u>

Total Current Liabilities 601,612

Long-Term Debt

Loan Payable 1,204,414
Total Long-Term Debt 1,204,414

TOTAL LIABILITIES **1,806,026**

NET ASSETS

Unrestricted 14,100,576
Temporarily Restricted 51,391

TOTAL NET ASSETS **14,151,967**

TOTAL LIABILITIES AND NET ASSETS **\$ 15,957,993**

**Thurgood Marshall Academy
Statements of Activities (Unaudited)
D.C. Public Charter School Board Report
Year Ended June 30, 2015**

	Year to Date Actual
REVENUE	
01. Per Pupil Charter Payments	\$ 5,319,489
02. Per Pupil Facilities Allowance	1,213,440
03. Per Pupil Special Education	790,932
04. Federal Entitlement/Formula Funding	565,064
05. Federal Grants and Competitive Funding	101,069
06. Non-Federal Grants and Competitive Funding	260,052
07. Other Charitable Contributions	9,773
08. Activity Fees	62,320
09. Individual, Corporate & Gala	259,080
10. In-kind Revenue	416,156
11. Other Income	124,534
	<hr/>
TOTAL REVENUE	9,121,909
	<hr/>
ORDINARY EXPENSES	
Personnel Salaries and Benefits	
15. Staff Salaries	4,173,723
16. Employee Benefits	784,096
17. Contracted Staff	263,453
18. Staff Development Expenses	147,791
	<hr/>
Subtotal: Personnel Expense	5,369,063
Direct Student Expense	
19. Textbooks	6,492
20. Student Supplies and Materials	109,204
21. Library and Media Center Materials	18,682
22. Contracted Student Services	71,810
23. Miscellaneous Student Expense	56,563
24. Scholarships	11,161
	<hr/>
Subtotal: Direct Student Expense	273,912
Occupancy Expenses	
26. Building Maintenance and Repairs	31,028
27. Utilities	230,137
28. Contracted Building Services	416,859
	<hr/>
Subtotal: Occupancy Expenses	678,024
Office Expenses	
29. Office Supplies and Materials	44,301
30. Office Equipment Rental and Maintenance	167,390
31. Telephone/Telecommunications	63,199
32. Legal, Accounting and Payroll Services	273,835
33. Printing and Copying	39,051
34. Postage and Shipping	14,619
	<hr/>
Subtotal: Office Expenses	602,395

**Thurgood Marshall Academy
Statements of Activities (Unaudited)
D.C. Public Charter School Board Report
Year Ended June 30, 2015**

	Year to Date Actual
General Expenses	
35. Insurance	42,996
36. Food Service	125,169
37. Authorizer Fees	75,000
38. Fundraising Fees	65,409
39. Other Professional Fees	4,353
40. Accreditation Fees	8,943
41. Background Checks	8,194
42. Dues and Fees	22,833
43. In-kind Expenses	408,436
44. Other General Expense	53,538
	<hr/>
Subtotal: General Expenses	814,871
	<hr/>
TOTAL ORDINARY EXPENSES	7,738,265
	<hr/>
NET ORDINARY INCOME	1,383,644
	<hr/>
45. Depreciation and Amortization	565,214
46. Interest Payments	65,639
47. Unrealized Loss(Gain) on Swap Interest	4,206
	<hr/>
CHANGE IN NET ASSETS	\$ 748,585
	<hr/> <hr/>

**Thurgood Marshall Academy Public Charter High School
Annual Budget FY 2015-16 (7/1/2015 - 6/30/2016)**

REVENUE

01. Per Pupil Charter Payments	
4000 - Per-pupil allocation	4,632,096
4020 - Per-pupil at risk	449,010
Total 01. Per Pupil Charter Payments	5,081,106
02. Per Pupil Facilities Allowance	
4040 - Per-pupil facility allocation	1,262,800
Total 02. Per Pupil Facilities Allowance	1,262,800
03. Per Pupil Special Education	
4010 - Per-pupil special ed funding	731,776
Total 03. Per Pupil Special Education	731,776
04. Federal Entitlement/Formula Funding	
4105 - NCLB	285,000
4115 - National Food Program	75,500
4120 - Other Entitlement Funds	86,727
Total 04. Federal Entitlement/Formula Funding	447,227
05. Federal Grants and Competitive Funding	
4130 - Federal Government Competitive	87,380
Total 05. Federal Grants and Competitive Funding	87,380
06. Non-Federal Grants and Competitive Funding	
4135 - Non-Federal Gov't Competitive	30,000
4140 - Private & Foundation Grants	361,500
Total 06. Non-Federal Grants and Competitive Funding	391,500
08. Activity Fees	
4300 - School store sales	40,700
4320 - Paid meals sales	12,000
Total 08. Activity Fees	52,700
09. Individual, Corporate & Gala	
4110 - Gala Contributions	265,000
4145 - General Ind & Corp Contrib	92,000
4150 - Gala Revenue	30,000
Total 09. Individual, Corporate & Gala	387,000
10. In-Kind Revenue	
4180 - In-kind contributions	436,000
Total 10. In-Kind Revenue	436,000
11. Other Income	
4500 - Rental revenue	4,000
4600 - Other revenue	2,500
Total 11. Other Income	6,500
TOTAL REVENUE	8,883,989

ORDINARY EXPENSE**Personnel Salaries and Benefits****12. Staff Salaries**

5000 - Salaries	4,318,960
5050 - Bonuses	40,750

Total 12. Staff Salaries **4,359,710**

13. Employee Benefits

5400 - Retirement plan contributions	112,435
5410 - Health insurance	370,941
5420 - Life and disability insurance	27,746
5430 - Payroll taxes	358,163
5460 - FSA administrative costs	2,500
5450 - Workers' comp insurance	17,184

Total 13. Employee Benefits **888,969**

14. Contracted Staff

5530 - Temporary contract help	287,760
5220 - Staff program stipends	62,500
5520 - Substitute teachers	22,000

Total 14. Contracted Staff **372,260**

15. Staff Development Expenses

5500 - Staff development (non-travel)	57,300
5600 - Staff recruiting	31,000
5610 - Staff meals, events and awards	33,750
5620 - Staff travel (non-development)	23,650

Total 15. Staff Development Expenses **145,700**

Subtotal: Personnel Expense **5,766,639**

Direct Student Expense**16. Textbooks**

7010 - Student textbooks	10,000
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Total 16. Textbooks **10,000**

17. Student Supplies and Materials

7000 - Student supplies and snacks	100,630
7005 - Student assessment materials	27,850
7011 - Student uniforms	29,000

Total 17. Student Supplies and Materials **157,480**

18. Library and Media Center Materials

7015 - Library and media materials	18,950
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Total 18. Library and Media Center Materials **18,950**

19. Contracted Student Services

7020 - Contracted instruction fees	4,000
7030 - Student travel and field trips	82,745

Total 19. Contracted Student Services **86,745**

20. Miscellaneous Student Expense

7035 - Other student expenses	52,040
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Total 20. Miscellaneous Student Expense **52,040**

21. Scholarships

7040 - Scholarship expense	10,000
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Total 21. Scholarships **10,000**

Subtotal: Direct Student Expense **335,215**

Occupancy Expenses**22. Building Maintenance and Repairs**

6010 - Maintenance and repairs	59,750
6105 - GYM Maintenance	4,000

Total 22. Building Maintenance and Repairs 63,750

23. Utilities

6005 - Utilities and garbage removal	268,020
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Total 23. Utilities 268,020

24. Contracted Building Services

6000 - Contracted building services	397,394
6101 - Contracted Services - GYM Cleaning	12,708
6102 - Contracted Services - GYM Engineering	8,120
6103 - Contracted - Services - GYM Floor Maintenance	3,000
6104 - Contracted Services - GYM Contract	3,000
6106 - Contracted Services - GYM Security	31,560

Total 24. Contracted Building Services 455,782

Subtotal: Occupancy Expenses 787,552

Office Expenses**25. Office Supplies and Materials**

8000 - Office supplies	74,565
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Total 25. Office Supplies and Materials 74,565

26. Office Equipment Rental and Maintenance

8005 - Equipment Rental & Maintenance	51,883
8035 - Computer support fees	155,568

Total 26. Office Equipment Rental and Maintenance 207,451

27. Telephone/Telecommunications

8010 - Telephone & telecommunications	80,837
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Total 27. Telephone/Telecommunications 80,837

28. Legal, Accounting and Payroll Services

8030 - Legal and Accounting Fees	214,425
8033- Bank Fees	11,500

Total 28. Legal, Accounting and Payroll Services 225,925

29. Printing and Copying

8020 - Printing and duplication	45,500
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Total 29. Printing and Copying 45,500

30. Postage and Shipping

8015 - Postage and delivery	16,575
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Total 30. Postage and Shipping 16,575

Subtotal: Office Expenses 650,853

General Expenses**31. Insurance**

8060 - Business insurance	47,146
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Total 31. Insurance 47,146

32. Food Service

7025 - Food service fees	148,500
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Total 32. Food Service 148,500

33. Authorizer Fees

8025 - Authorizer fees	80,000
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Total 33. Authorizer Fees 80,000

34. Fundraising Fees

8040 - Fundraising fees	85,510
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Total 34. Fundraising Fees 85,510

35. Other Professional Fees

8045 - Other professional fees	9,850
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Total 35. Other Professional Fees 9,850

36. Accreditation Fees	
8075 - Accreditation fees	800
Total 36. Accreditation Fees	800
37. Background Checks	
8065 - Background Checks	5,675
Total 37. Background Checks	5,675
38. Dues and Fees	
8050 - Dues and fees	18,625
Total 38. Dues and Fees	18,625
39. In-Kind Expense	
9900 - In-kind expenses	425,000
Total 39. In-Kind Expense	425,000
40. Other General Expense	
9000 - Other expenses	33,050
Total 40. Other General Expense	33,050
Subtotal: General Expenses	854,156
TOTAL ORDINARY EXPENSES	8,394,415
NET ORDINARY INCOME	489,574
41. Depreciation and Amortization	
9100 - Depreciation	504,589
9150 - Amortization	19,661
Total 41. Depreciation and Amortization	524,250
42. Interest Payments	
9200 - Interest expense	59,808
Total 42. Interest Payments	59,808
46. Unrealized Loss(Gain) on Swap interest	
9130 - Unrealized Loss(Gain) on SWAP	20,000
Total 46. Unrealized Loss(Gain) on Swap interest	20,000
CHANGE IN NET ASSETS *	(114,484)
* Note that the non-material drop in net assets results from <i>non-cash</i> items (depreciation and unrealized loss).	
Capital Expenditures	
FF&E - Classroom	5,000
FF&E - Administration	9,000
Computers/software- Classroom	3,700
Computers/software - Admin	68,500
Buildings and improvements	21,750
TOTAL CAPITAL EXPENDITURES	107,950



Appendix C

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Action Requiring a Vote	Non-Voting Board Items
<input type="checkbox"/> Charter Application Approval (15 yrs)	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Approve Change to Charter
<input type="checkbox"/> Charter Renewal (15 yrs)	<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Charter Non-renewal	<input type="checkbox"/> Discussion Item
<input type="checkbox"/> Charter Review—Recommend Continuance (5 yrs)	
<input type="checkbox"/> Charter Review—Recommend Revocation	
<input checked="" type="checkbox"/> Charter Amendment Request—Approval or Denial	
<input type="checkbox"/> Enrollment Ceiling Increase Request—Approval or Denial	
<input type="checkbox"/> Charter Warning	
<input type="checkbox"/> Lift Charter Warning	
<input type="checkbox"/> Commence Charter Revocation Proceedings	
<input type="checkbox"/> Revoke Charter	
<input type="checkbox"/> Board Action, Other _____	
Policies	
<input type="checkbox"/> Open for Public Comment	
<input type="checkbox"/> New Policy	
<input type="checkbox"/> Amend Policy	

PREPARED BY: Sarah Medway, Charter Agreement Specialist
Katrina Homel, Legal Fellow

SUBJECT: Charter Agreement Amendment Request to Replicate—
Thurgood Marshall Academy Public Charter School

DATE: June 16, 2014

Recommendation

The DC Public Charter School Board (“PCSB”) staff recommends that the PCSB Board vote to conditionally approve TMA PCS’ charter agreement amendment request to increase its enrollment ceiling and to replicate its high school program, and open a second campus, which would begin operation in the 2015-16 school year. A hearing on this amendment occurred at PCSB’s May 2014 meeting.

Staff recommends that this amendment should be fully approved after the school fulfills the following conditions: (1) updates its goals and academic achievement expectations according to PCSB guidelines; and (2) locates a facility in which to operate.

Overview of Amendment Petition

On March 3, 2014, Thurgood Marshall Academy Public Charter School (“TMA PCS”) submitted a request to amend its charter to allow it to open a second high school campus beginning in school year (SY) 2015-16, and to increase its enrollment ceiling from 420

students Local Education Agency (“LEA”)-wide to 950 students LEA-wide, to reflect the student population at the new campus. The school plans to start with a ninth grade class in SY2015-16 and to add one additional grade per year until the campus serves 450 students in grades 9–12 by SY2018–19.

TMA PCS provided the following proposed enrollment matrix, which includes students at both proposed campuses. The school anticipates approximately 15-20 students at each campus either being held back, or leaving the school each year (thus, the decreasing annual enrollment in each cohort).

Grade	Academic Year 2014- 15	Academic Year 2015-16	Academic Year 2016- 17	Academic Year 2017-18	Academic Year 2018- 19
Grade 9	125	275	275	275	275
Grade 10	102	110	240	250	250
Grade 11	90	90	90	210	225
Grade 12	83	85	85	85	200
LEA Total	400	560	745	895	950

School Background

TMA PCS opened in 2001 with 80 ninth-graders; in SY2013–14, TMA PCS’ charter allows it to serve up to 420 students in grades 9–12. Its mission is to prepare students to succeed in college and to actively engage in our democratic society, and it is the only law-related charter school in the District of Columbia.

TMA PCS is one of the highest performing high schools in the District, and has received a Tier 1 rating every year since PCSB’s Performance Management Framework (“PMF”) was introduced in 2010. On the 2013 PMF, the school earned the second highest score of any charter high school, and was one of only four charter high schools citywide to receive a Tier 1 rating.

Thurgood Marshall Academy PMF Performance

Year	2010-2011	2011-2012	2012-2013
Score	80.2%	79.9%	77.4%
Tier	Tier 1	Tier 1	Tier 1

According to TMA PCS’s application for replication, of the school’s alumni who graduated between 2008 and 2012, 85% are still enrolled in college or have graduated from college. Additionally, the school reports that its five-year college graduation rate is 65%. (In 2012, OSSE estimated that 23% of DC high school graduates earned a college degree within six years).

The school has a strong reenrollment rate and a growing waitlist. It should be noted that although the school’s enrollment ceiling is 420, it cannot currently enroll more than 400 students due to space constraints.

Thurgood Marshall Academy Enrollment History

School Year	Enrollment	Enrollment Ceiling	Reenrollment Rate	Waitlist ¹
2009-2010	389	420	78% ²	217
2010-2011	388	420	78.4%	283
2011-2012	390	420	85.9%	311
2012-2013	397	420	80.7%	418
2013-2014	400	420	---	412

Standard to Replicate

For the school to replicate, it requires a ceiling enrollment increase. According to PCSB's Enrollment Ceiling Increase Policy, passed on July 16, 2012, a school must meet the following criteria to be considered for an enrollment ceiling increase request:

- (1) Access to a facility to accommodate the project enrollment (as demonstrated through a lease);
- (2) A history of meeting enrollment projections (within at least 80% of enrollment projections for the two most recent years);
- (3) Currently not under corrective action;
- (4) At least a satisfactory rating on 3 of the 5 Fiscal Management criteria outlined in the Charter Review Framework; and
- (5) Be properly accredited or at least a candidate for accreditation if the school is beyond year six in operation.

Analysis of Whether TMA PCS Met the Standard

TMA has fulfilled all necessary criteria required for it to replicate, except that it has not yet secured a facility for its second campus.

Facility

TMA PCS has not yet secured a facility for the proposed high school campus, although the school is currently exploring possible sites. The school intends for the second campus to be located in Ward 5 or Ward 6.

Enrollment Projection History

TMA PCS' enrollment has consistently approached its enrollment ceiling of 420 students. The school enrolled 400 students in SY2013-14, 397 students in SY2012-13, and 390 students in SY2011-12, well above the 80% threshold required.

Corrective Action

PCSB has not issued any corrective actions to TMA PCS in the last five years.

¹ Self-reported by school.

² Self-reported by school.

Fiscal Management Criteria

PCSB no longer uses the Fiscal Management criteria that were included in the Charter Review Framework, and is in the process of updating the Enrollment Ceiling Increase Policy accordingly. However, according to the school's FY12-13 CHARM report, its financials are strong. In the CHARM report, it is noted that TMA PCS is compliant with GAAP standards, is economically viable, and has not engaged in a pattern of fiscal mismanagement.

Accreditation

TMA PCS is accredited by the Middle States Commission on Secondary Schools through May 1, 2015.

Factors Favoring an Enrollment Ceiling Increase

PCSB staff will generally recommend that the Board vote in favor of an enrollment increase if the school has:

- (1) A score of 65 or greater on the most recent PMF;
- (2) A reenrollment rate of at least 80%; and
- (3) A wait list of at least the number of students planned in the enrollment increase.

Analysis of TMA's Fulfillment of these Additional Factors

PCSB finds that TMA PCS fully met two of the three additional factors (PMF score and reenrollment rate), and substantially met the third factor (sufficient waitlist).

PMF Performance

TMA PCS' performance on the PMF has been strong for the past three years, with scores consistently above 75%. TMA PCS achieved a score of 77.4% on the 2013 PMF, well above the threshold required for the staff to recommend approval, and scored a 79.9% on the 2012 PMF, and a 80.2% on the 2011 PMF.

Reenrollment Rate

TMA PCS has met the 80% reenrollment threshold in two of the past three years. In SY2012-13, its reenrollment rate was 80.7%. In SY2011-12, its reenrollment rate was 85.9%. In SY2010-11, its reenrollment rate was 78.4%.

Wait List

TMA PCS' current waitlist numbers indicate a strong interest in the school that would sustain expansion to the new campus and an increase in enrollment. Between school years 2009-10 and 2013-14, the school's waitlist numbers nearly doubled, increasing from 217 students to 412 students. TMA PCS' wait list numbers are now approaching the school's proposed enrollment increase.

Conclusion

PCSB staff finds that TMA PCS meets the criteria for the staff to recommend that the Board vote to approve a campus replication and enrollment ceiling increase for TMA PCS,

subject to the conditions listed below. Beyond this criteria, TMA PCS' strong academic performance makes it a promising candidate for replication. The school exceeds the state average on the DC-CAS by 46 percentage points in math and 18 percentage points in reading.

Taking all of these factors into account, staff recommends conditional approval of the replication and enrollment ceiling request, and full approval once the school has (1) updated its goals and academic achievement expectations to adhere with PCSB guidelines; and (2) located a facility in which to operate.

Attachments to this Proposal

Attachment A: Charter amendment petition

Attachment B: Proposed Enrollment Matrix

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____

APPENDIX A

SUBMITTED BY: Alexandra Pardo, Executive Director of Thurgood Marshall Academy Public Charter High School

SUBJECT: Request to Replicate

DATE: March 3, 2014

REQUEST

Thurgood Marshall Academy Public Charter High School submits to the District of Columbia Public Charter School Board this request to replicate our academic program and open a second high school campus serving grades 9–12 for the 2015–16 school year. Thurgood Marshall Academy is a law-themed public charter high school in Ward 8, founded on US Supreme Court Justice Thurgood Marshall’s belief that all children have the right to a first-class education. Our mission is to prepare students to succeed in college and to actively engage in our democratic society. We opened in 2001 with 80 ninth-graders and added a grade each year; in 2013–14, Thurgood Marshall Academy serves 400 students in grades 9–12.

To prepare our students for the rigors of college, Thurgood Marshall Academy functions as both a school and a youth development organization by integrating a rigorous college-preparatory curriculum with in-school and after school support programming. We offer a college-preparatory curriculum rich in electives and advanced courses, but since the majority of our students enter the 9th grade with 5th or 6th grade reading and math skills, we must couple college-preparatory coursework with intense remediation. Our instructional planning is guided by a Common Core Standards and an internally designed benchmark assessment program aligned with the DC Comprehensive Assessment System (DC CAS). These benchmarks make it possible for teachers to use a battery of data to differentiate instruction, measure mastery of standards, and modify teaching plans as necessary. The school’s dynamic school day is augmented by after school enrichment activities that serve as an extension of the classroom, offering a unique learning arena in which students can advance their academic, social, and cultural skills. Our youth development supports include academic tutoring, personalized mentoring, enrichment activities, a Summer Prep program for rising 9th graders, and one-on-one college guidance. Over 90% of the student body participates in after school activities annually.

As the first and only law-related charter school in Washington, DC, our programs help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities. Each year, 100% of students participate in at least one law-related activity. At the foundation of our legal programming are the five Legal Skills (Research, Argumentation, Critical Thinking, Advocacy, and Negotiation), concepts that help to connect class curriculum and external programs to the school’s mission. Annual legal

offerings range from monthly Law Days for freshman to Law Firm Tutoring for juniors to an Intro to Law elective offered to upperclassmen to an after-school Debate Team with one of the best records in the District.

Throughout all of our academic and enrichment activities, we seek to engage parents and families with frequent communication and opportunities to be involved and to support their child's progress through a college-preparatory school.

After refining our academic program over the past thirteen years, we are primed to increase our impact on the District's students. We respectfully request permission to expand beyond our original charter agreement approved by the PCSB in April 2001 and scheduled to expire in 2016–2017. We seek to open an additional campus for the 2015–2016 school year; our second campus roll out would mirror our initial development by starting with ninth grade and adding one additional grade per year until the campus serves 450 students in grades 9–12 by 2018–2019. It should be noted that if the school has the opportunity to take over an existing school program, Thurgood Marshall Academy would seek to retain the current students in the new high school, to the extent allowable by the School Reform Act and the Public Charter School Board (PCSB), to minimize disruption for the students. Thurgood Marshall Academy recognizes that such arrangements would have to be approved by the PCSB and would work collaboratively with the PCSB in such an instance.

OVERVIEW OF SCHOOL PERFORMANCE

Performance Management Framework

Thurgood Marshall Academy has proven to be a leader in a small cohort of high quality non-selective public charter high schools that has the capacity to provide an effective, college preparatory education for students in the District of Columbia. We have received a Tier I rating every year since the PCSB introduced the Performance Management Framework (PMF) in 2010 (Table 1). On the 2013 PMF, we earned the second highest score of any high school (77.4), and we were one of only four high schools citywide to receive at Tier I rating.

Table 1: Thurgood Marshall Academy PMF Performance

Year	2010-2011	2011-2012	2012-2013
Score	80.2	79.9	77.4
Tier	Tier I	Tier I	Tier I

DC CAS Performance

For the fourth year in a row, Thurgood Marshall Academy has been amongst the highest-performing non-selective public high schools in city. In 2012–13, the school was the highest performing public charter high school in the city, and the highest-performing high school in Ward 8 based on its Accountability score of 81.6—a composite of the school's math, reading, and composition proficiency rates on the DC CAS. Our students' performance exemplifies the school's ability to provide effective academic instruction regardless of students' math or reading level upon entering high school.

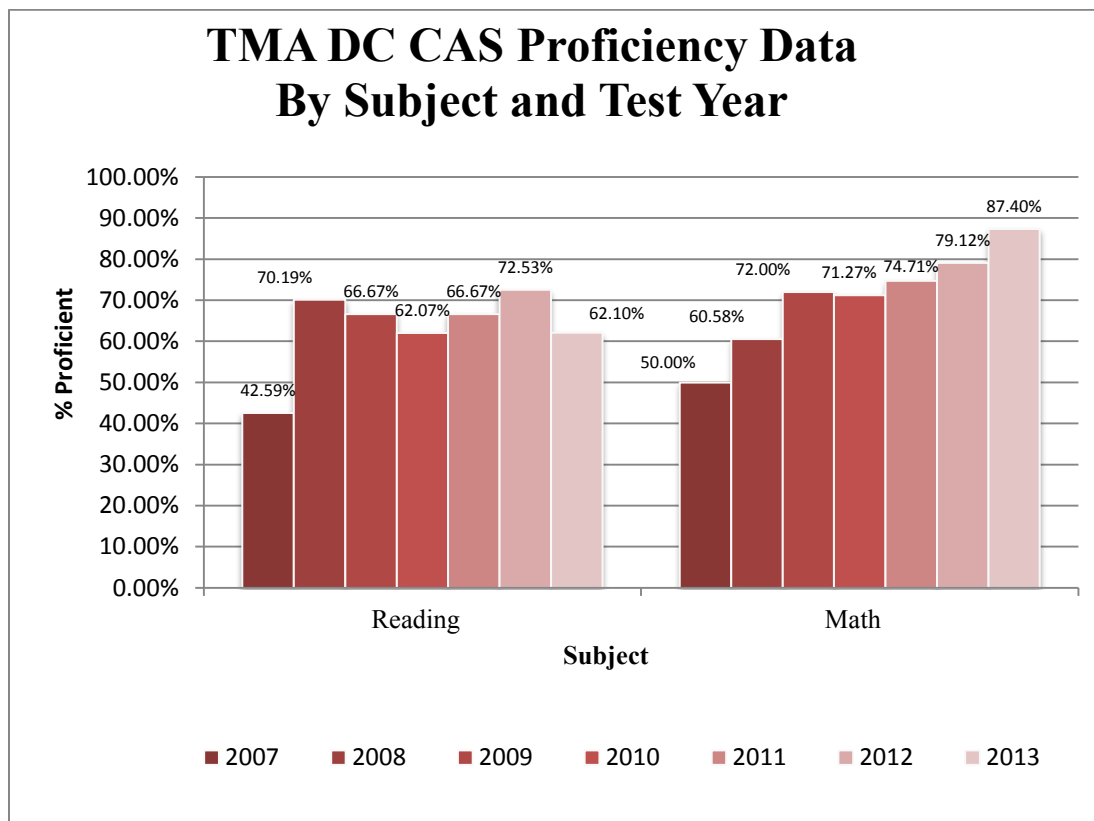
Many of our students arrive from some of the lowest achieving middle schools in the city. The average proficiency of the top five middle schools represented in the freshman class in the fall of 2013 was approximately 30% in math and reading. Computer adapted grade level equivalency testing administered to all incoming freshman reveals that, on average, only 15–20% of students enter Thurgood Marshall Academy with skills on grade level in math, and only 30–35% enter with skills on grade level in reading.

In contrast, of the 103 Thurgood Marshall Academy 10th grade students who completed the DC CAS in 2013, 87.4% scored proficient on the math portion of the exam, 62.1% scored proficient in reading, and 80.0% scored proficient in composition (Graph 1). Based on student scores from the math, reading, and composition sections of the exam, the school earned “Reward Status” from the Office of the State Superintendent of Education, a designation for schools with an Accountability score of 80.0 or above. We were one of only two charter high schools to earn this accolade in 2013.

Thurgood Marshall Academy Academic Performance as Compared to District Peers

The significance of our students’ academic progress is best understood through two citywide comparisons: 1) our DC CAS scores verses citywide performance on the test and 2) our Median Growth Percentile (MGP) as compared to other charter schools. On the 2013 DC CAS, the citywide average math proficiency rate was 41.3%; Thurgood Marshall Academy’s student proficiency rates exceeded this figure by over 46 percentage points. Similarly, Thurgood Marshall Academy students exceeded the average citywide reading proficiency rate of 43.9% by over 18 percentage points. On the second measure, we earned the highest MGP in the city in both categories—74.1 in reading and 85.1 in math indicating that students improve their reading and math skills at a higher rate at Thurgood Marshall Academy than at any other school in the District.

Graph 1: TMA DC CAS Proficiency, 2007-2013



Our high MGP rate demonstrates not only that Thurgood Marshall Academy students achieve at the highest levels on state standardized tests, but also that students at the school demonstrate higher academic growth than at other schools. The school's MGP has been the highest in the District of Columbia since the introduction of the metric by the OSSE in 2010. Through their performance on the DC CAS, tenth grade students who score proficient or advanced on the math, reading, and composition components demonstrate that they have gained the foundation skills needed to pursue a variety of Honors and Advanced Placement classes in 11th and 12th grade years.

Upperclassmen have the opportunity to enroll in eleven honors classes and six AP classes, including the newly added AP Calculus and AP Computer Science. For the past two years, over half the senior class completed at least one AP class during their careers at Thurgood Marshall Academy. Historically, their participation rates and scores have surpassed the national average for African-American students.

SAT Performance

We also strive to achieve our mission to prepare students for success in college by ensuring that students achieve a combined score of at least 800 on the critical reading and math portion of the SAT, which shows institutes of higher education that they are academically

prepared for English and math classes at the college or university of their choice. The ability to by-pass remedial courses means that students are able to pursue college-level courses from the outset of their college careers, resulting in greater access to advanced courses. In 2013, our students achieved an average critical reading score of 416 and an average math score of 416 on the SAT. These scores surpassed the average SAT scores for all public school students and African-American students in the District (see Table 2). Over half of the senior class (55%) scored above 800 in the combined math and verbal section of the SAT.

Table 2: Thurgood Marshall Academy SAT Performance, 2013

	SAT Verbal	SAT Math	SAT Writing
TMA	417	416	405
Public school average for the District of Columbia	407	400	393
African-American student average for the District of Columbia	408	405	385

College Success

By establishing a rigorous environment of high expectations, we successfully created a college-going culture among students raised in communities with some of the lowest college-graduation rates in the country. Our graduates continue to prove that we are fulfilling our mission as a college preparatory institution: for the ninth year in a row, 100% of our graduating class received acceptance to college and received some form of financial assistance to defray the cost of higher education. Among our alumni we count 6 Posse Scholars, 1 Millennium Gates Scholarship, and 4 Stephen J. Trachtenberg Scholarships to The George Washington University.

Our commitment to our students extends beyond college acceptance to supporting our graduates throughout their matriculation to school and attainment of their college degree. With the support of the College Counseling department and the Alumni Coordinator, on average, over 90% of graduates since the class of 2008 enroll in college within the first year of graduating from Thurgood Marshall Academy. Student perseverance rates—the percentage of students who finished their first year of college and re-enroll for the second year—are also impressive at 94% as compared to 65.8%³ for the nation. Further, as of January 2013, 85% of Thurgood Marshall Academy graduates between 2008 and 2012 are still enrolled in college or have graduated from college. The school's five-year college graduation rate, at 65% indicates our alumni are reversing the educational trend in the Ward 8 community - earning college degrees at five times the rate of other students in their community.⁴

³ http://www.act.org/research/policymakers/pdf/retain_2013.pdf

⁴ College degree completion for the class of 2008 = X; 2009 = X; 2010 = (projected)

To fully comprehend the impact of Thurgood Marshall Academy's college outcomes, it is imperative to consider national statistics for African American and low-income students. Nationally, in 2013, 68.2% of high school graduates enrolled in college within one year of graduating as compared to 67.1% of African-American students and 53.5% of low-income students. Thurgood Marshall Academy rates exceed each of those figures at 89%. Further, in 2013, 54.3% of students earned college degrees within five years as compared to 34.7% for African-American students and 9% for low-income students. Again, Thurgood Marshall Academy rates exceed each of those figures at 65%. Therefore, at each step in the path to college Thurgood Marshall Academy graduates are surpassing their local and national counterparts.

Table 3: College Outcomes

	National	African-American	Low-Income	TMA	DC
% of students enrolling in college within 1 year	68.2 ⁵	67.1 ⁶	53.5% ⁷	89%	58% ⁸
% of college students enrolling from freshman year to sophomore year. "Persistence rate."	61.3% ⁹	-	81.0% ¹⁰	94%	78.7% ¹¹
% of college enrollees graduating within 5 years	54.3%	34.7%	9% ¹²	65%	38% ¹³

PCSB NOTICES

Thurgood Marshall Academy has not received any notices of concerns, charter warnings, or corrective actions from the Public Charter School Board in the past five years.

ENROLLMENT HISTORY

All students accepted to Thurgood Marshall Academy through the public charter school lottery are eligible to enroll, regardless of grade-level ability. Our student body largely represents the Ward 8 neighborhood in which we are located and where 85% of our student body resides. Nearly 80% of our students qualify for free and reduced lunch, 11% qualify

⁵ https://nces.ed.gov/programs/digest/d12/tables/dt12_235.asp

⁶ https://nces.ed.gov/programs/digest/d12/tables/dt12_235.asp

⁷ https://nces.ed.gov/programs/digest/d12/tables/dt12_236.asp

⁸ http://www.dccap.org/files/dc-cap_14year_annual_14thc.pdf

⁹ https://www.noellelitz.com/documents/shared/Papers_and_Research/2013/ACT_persistence_2013.pdf

¹⁰ <http://nscresearchcenter.org/hsbenchmarks2013/#1>

¹¹ *D.C. Student Postsecondary Performance and Early Indicators*. The Office of the State Superintendent for Education. 2013.

¹² http://www-personal.umich.edu/~baileymj/Bailey_Dynarski.pdf

¹³ http://www.dccap.org/files/dc-cap_14year_annual_14thc.pdf

for special education IEPs, and 99% are African American. Our typical ninth grade classes represent over 60 different middle schools and come from a wide range of pedagogical backgrounds. As freshmen, many students arrive with 5th or 6th grade math and reading levels—well below proficiency standards mandated by the DC CAS.

Table 4: Thurgood Marshall Academy Enrollment History

School Year	Enrollment	Enrollment Ceiling	Reenrollment Rate	Waitlist
2009-2010	389	420	78%	217
2010-2011	388	420	83%	283
2011-2012	390	420	85%	311
2012-2013	397	420	86%	418
2013-2014	400	420	---	412

In 2012–2013, our reenrollment rate remained steady at over 80% indicating that our families believe in the school’s mission and programs (Table 2). Even more telling is the number of students who graduate in five years. In the class of 2012, eleven students elected to remain at Thurgood Marshall Academy through the 2012–2013 school year for additional academic preparation and were able to graduate in five years. While the school’s four-year Adjusted Cohort Graduation Rate (ACGR) was 78%, the five-year rate for the class of 2013 was 96%. These numbers demonstrate that even in the absence of social promotion, families and students believe that Thurgood Marshall Academy is the most effective high school option.

PROPOSED REPLICATION

Over the past thirteen years, we developed a program that works as evidenced by our ranking as the highest performing open-enrollment high school in Washington, DC and our college outcomes. Despite working with some of the most underserved youth in the city, our students continue to demonstrate academic achievement at rates higher than their peers. The need for additional high-performing high schools is clear. There are currently 34 high school options in the District. Eighteen of these are charter LEAs serving grades 9–12 across 19 campuses. The sixteen additional options are DCPS campuses, five of which are magnet schools and admit students based on preset academic criteria.

Potential Locations

Thurgood Marshall Academy seeks to replicate our academic program by opening a second high school campus in either Ward 5 or Ward 6, and we are in the process of exploring possible sites. Replicating in either of these neighborhoods will ultimately provide 450 quality seats to areas of the city in need of additional top-performing high schools.

Table 4: High School Seats by Ward and Tier, 2012-2013

	Total HS Seats¹⁴	Charter Seats	Charter Seats (%)	DCPS Seats	DCPS Seats (%)	Tier 1 Seats	Magnet Seats
Ward 1	2856	680	24%	2176	76%	0	963 (34%)
Ward 2	1079	0	0%	1079	100%	0	1079(100%)
Ward 3	1713	0	0%	1713	100%	0	0
Ward 4	1729	585	34%	1144	66%	471 (27%)	0
Ward 5	2709	821	30%	1888	70%	0	1164 (43%)
Ward 6	1115	611	55%	504	45%	0	0
Ward 7	2510	1800	72%	710	28%	137 (5%)	0
Ward 8	2963	1475	50%	1488	50%	796 (27%)	0
Total	16674	5972	n/a	10702	n/a	1404	3206

In Ward 5, there are currently five high schools—two charter options and three DCPS campuses. Perry Street Public Charter School’s Upper School campus is rated as Tier 3 and slated to close at the end of the 2014–15 school year. The other charter high school, Washington Math Science Technology Public Charter High School (WMST) is Tier 1 but exploring alternative locations for the near future. Of the three DCPS high schools, two are magnet schools—McKinley Technology Education Campus and Phelps Architecture, Construction, and Engineering High School—that restrict entry to students based on specific criteria, and the third is Dunbar High School. If we open a new campus in Ward 5, at full capacity (450 students) we would add 14% more high-quality charter seats to the ward and 24% more Tier I seats to the city.

In Ward 6, there are four high schools—three charter options and one DCPS campus, Eastern High School. Richard Wright Public Charter High School currently serves grades 9–11 and is rated Tier 2; Cesar Chavez PCHS—Capitol Hill is also Tier 2; and Options PCS is in charter revocation proceedings and may not be in operation beyond this school year. If we replicate our program in Ward 6, we would add 29% more high-quality charter seats to the ward.

Though we do not yet have a specific site secured, we do have a history of creatively developing world-class facilities for our students. Our current location sits on approximately one acre of land across the street from the Anacostia Metrorail station at the gateway to Historic Anacostia. The main building and adjacent gym (shared with Savoy Elementary, a District of Columbia Public School, via a unique partnership) provides students with one library, three science laboratories, one art room, one music room, two health/physical education classrooms, one moot courtroom, one gymnasium, one fitness room, and a computer laboratory. All classrooms have access to a wireless network, projectors with audio capabilities, and interactive whiteboard technology.

Stakeholder Engagement

Our previous success developing a high-performing high school has resulted in strong internal support for replication. In June 2013, our former Board Chair, George Brown, met

¹⁴ Data represented is from 2012-13 school year. OSSE.

with faculty and staff to discuss the Board's desire for growth and elicit feedback from the community to incorporate into our plans. We elected to wait until the PCSB granted our request to replicate before announcing our expansion to our students and their families. As plans develop, we will certainly engage all of our stakeholders including our network of over 50 partnering organizations and more than 200 volunteers. Once the location of our second campus is confirmed, we will hold community meetings to inform neighbors about our program and assuage any concerns.

We have not delayed preparing a staffing plan and are already grooming internal academic leaders to open our second campus. In recent months, we promoted two veteran teachers to the roles of Academic Director and Director of Academic Supports. After two years of shared leadership experience under the supervision of our current Executive Director, one of these leaders will be prepared to replicate our academic program and school culture at a second campus.

Financial Implications

We project that a second campus will not only bring the school's proven services to more students in a cost-effective manner but will also take advantage of economies of scale to foster sustainability across the entire LEA.

Our projections (Appendix 1) are based on the following budget assumptions:

- A total enrollment of 950 students; 450 students at a new campus in addition to the 400 served at the current campus.
- Federal competitive and private foundation contributions for the new campus comparable to those at the current campus by accessing a new pool of grants and contributors eager to invest only in LEAs serving more than 400 students.
- Financing annual facility costs (rental is assumed but financing would be similar) at 90% of the city Facility Allocation, assuming a 10% credit for occupancy. Though the model provided assumes simple rent for clarity's sake, the 90% payment would be reduced by the annual amortized cost of any significant leasehold improvements or financing for 15 years.
- Personnel costs subject to economies of scale; for example, senior management and "back office" positions could serve the entire LEA.
- Business expenses ranging from insurance to equipment rental to accounting shared across the LEA to achieve savings.
- Low capital expenses funded by operating revenue, as the school has a history of successful supporting major capital projects (such as investment in school-wide instructional technology resources) through grants.
- Reserve funds for the existing campus will be secured prior to expansion; the new campus's operating surplus will provide a reserve and working capital.

CONCLUSION

Our Board's decision to replicate was made after thoughtful planning and analysis. After thirteen years developing the highest-performing non-selective high school in the District,

we are confident that Thurgood Marshall Academy has the capacity, personnel, and academic program needed to successfully open a second campus. We thank the Board for considering our request to replicate, and we look forward to discussing our plans in further detail at your convenience.

APPENDIX B

Thurgood Marshall Academy Public Charter School

Enrollment Matrix – All Campuses

Although PCSB requests that schools detail their proposed enrollment through 2018-19, note that schools may only seek approval for an enrollment increase for the school years remaining before the school's next scheduled high-stakes review or renewal. If the school is requesting an enrollment increase at more than one campus, it should complete a separate enrollment matrix for each such campus.

Grade	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19
Pre-School					
Pre-Kindergarten (Pre-K)					
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Ungraded ES					
Grade 6					
Grade 7					
Grade 8					
Ungraded MS/ JHS					
Grade 9	125	275	275	275	275
Grade 10	102	110	240	250	250
Grade 11	90	90	90	210	225
Grade 12	83	85	85	85	200
Ungraded SHS					
Alternative					
Special Ed Schools					
Adult					
LEA Total	400	560	745	895	950
Projected % - Special Needs	11%	13%	15%	16%	18%
Projected % - ELL	0%	3%	5%	7%	9%
# Campuses*	1	2	2	2	2

Appendix D

April 7, 2006

Kevin Downey
Board Chair
Thurgood Marshall Academy PCS
725 12th Street, NW
Washington, DC 20005

Dear Mr. Downey:

This letter serves to inform you that in its monthly meeting held on March 20, 2006, the District of Columbia Public Charter School Board (PCSB) placed Thurgood Marshall Academy Public Charter School on the Charter Warning List. As part of the PCSB monitoring process, schools in their fifth year of operation receive feedback on their academic, non-academic, and organizational performance, including governance, compliance, and fiscal management, against the goals set out in the school's accountability plans and the PCSB's Charter Review Framework. Any school that has not met the academic, non-academic, or organizational standards of the Charter Review Framework is in jeopardy of charter revocation (see attached). As such, the PCSB has established a policy to notify schools of their status and to place them on a Charter Warning List during its fifth year of operation.

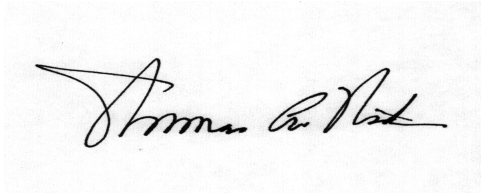
In conducting the analysis of Thurgood Marshall Academy's performance, the school met the non-academic performance standards and the organizational performance standards related to compliance, and fiscal management, but have not met the academic performance standards and the organizational performance standards related to governance. Specifically, Thurgood Marshall Academy met 1 of 4 academic standards, met all 4 non-academic standards, and demonstrated exemplary or fully functioning performance in the organizational performance standards related to compliance, and fiscal management. Enclosed for your review are the Accountability Plan Performance Analysis and Narrative Analysis for Thurgood Marshall Academy.

Based on the school's performance in relation to the Charter Review Framework, PCSB staff has identified academic areas in need of improvement. School leaders are encouraged to implement recommendations from the recent Program Development Review Report and the NCLB School Improvement Plan Report. A Memorandum of Understanding (MOU) agreement detailing the specific steps that should be taken to improve the school's performance is enclosed. The MOU will be negotiated between the PCSB and the Board of Trustees at Thurgood Marshall Academy. As such, PCSB staff will also send this draft agreement electronically to school leaders, so that Thurgood Marshall Academy's plan of action in response to all PCSB's conditions and recommendations can be incorporated into the final Memorandum of Understanding.

Please submit the school's response by May 5, 2006 electronically and by mail to facilitate a final agreement between the PCSB and Thurgood Marshall Academy Public Charter School.

If you have any questions or concerns, please contact Susan Miller at 202-328-2665.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas Nida", is centered within a light gray rectangular box.

Thomas Nida
Board Chair

cc: Joshua Kerns, Executive Director

Appendix E

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 2	Year 3	Year 4	Y	N
60% of 9 th grade students meet grade-level standards and are promoted to the 10 th grade (and this percentage increases annually by 3% to 75%) [9th grade Target = 69%]	60%	76% ¹	67%	83%	X	
After their sophomore year, 75% meet grade level standards and proceed to upper level (and this percentage increases annually by 3% to 90%) [10th grade Target =84%]	SY'02-'03 81%	81%	67%	78%		X
After their sophomore year, 75% meet grade level standards and proceed to upper level (and this percentage increases annually by 3% to 90%) [11th grade Target =84%]	SY'03-'04 95%	N/A	95%	100%	X	
After their sophomore year, 75% meet grade level standards and proceed to upper level (and this percentage increases annually by 3% to 90%) [12th grade Target =84%]	SY'04-'05 100%	N/A	N/A	100%	X	
At least 10% of students show NCE>0 in reading scores compared to previous administration ²	52.3%	52.3%	48.9%	66.7%	X	
At least 10% of students show NCE>0 in math scores compared to previous administration ³	38.6%	38.6%	62.2%	37.7%		X

¹ During the 2003 PCSB Compliance Review, PCSB staff verified 76% of ninth grade students were promoted to 10th grade, where as the school reported 75% of 9th grade students were promoted in its 2002-2003 Annual Report.

² The Stanford 9 (SAT-9) data used to calculate student performance for this target is based on *PCSB's School Performance Reports: 4 year Analysis – 2002-2005 (Fourth Year School)*. In some cases the data differs from previously reported percentages in the *2005 PCSB School Performance Report* due to modification of grades and subgroup inclusion for SY2002-2005 in accordance with the State Education Agency's No Child Left Behind Act of 2002 (NCLB) guidelines. In addition, these data differ from SAT-9 data reported by the school in its 2004-2005 Annual Report and the disaggregated SAT-9 data presented during the 2005 PCSB Compliance Review.

³ Ibid.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 2	Year 3	Year 4	Y	N
70% of students “Meet Expectations” on law-related element of portfolios	SY’04-’05 94%	N/A	N/A	94% ⁴	X	
70% passing rate in law-related courses beginning in 2003-2004 school year	SY’03-’04 84%	N/A	84%	71% ⁵	X	
90% of students will participate in law-related activities each year	SY’02-’03 100%	100%	100%	100%	X	
Attained majority of Annual academic performance goals?					7	2
Improvement on a majority of academic goals over the two most recent years?						X
Within 80% of SAT-9 (or alternative assessment) targets?						X
Currently meets the State Education Agency’s standard for AYP in reading and math?						X

Comments: Thurgood Marshall Academy met 1 of 4 academic performance standards.

Data was not available to determine improvement over the most recent two years for 4 of 9 targets, due to when baseline was established. Of the remaining 5 targets, Thurgood Marshall Academy demonstrated consistent improvement for 1 of them.

⁴ In its 2004-2005 Annual Report Thurgood Marshall Academy reported 97% of students “Met Expectations” on the law related elements of the portfolio. In contrast, PCSB staff verified 94% of students “Met Expectations” during the 2005 PCSB Compliance Review.

⁵In its 2004-2005 Annual Report Thurgood Marshall Academy reported 70% of students would pass their law-related courses. In contrast, PCSB staff verified a 71% passing rate during the 2005 PCSB Compliance Review.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	Performance/Data Provided		Target Met?	
	Baseline	Year 4	Y	N
90% daily attendance and higher than that of schools with similarly-situated students in Southeast, DC/Ward 8 (average HS in Ward 8 = 86%)	90%	92% ⁶	X	
The number and severity of school rule violations <i>within a student cohort</i> will decrease by 10% each year	SY'01-'02 cohort: 1021 violations SY'02-'03 cohort: 1183 violations SY'03-'04 cohort: 1615 violations SY'04-'05 cohort: 1870 violations	SY'01-'02 cohort: Year 3 - 139 violations, Year 4: 81 violations - 42% SY'02-'03 cohort: Year 3 – 384 violations, Year 4 - 145 violations - 62% SY'03-'04 cohort: Year 3- 1615 violations, Year 4 - 510 violations - 68% SY'04-'05 cohort: 1870 violations - baseline	X X X	
Less than 25% of entering 9 th grade students will voluntarily withdraw to attend another school before the end of the year	19%	21%	X	
Less than 25% of entering students who are eligible to re-enroll will voluntarily withdraw to attend another school	19%	12%	X	
On the survey 50% of students will “agree” or “strongly agree” with positive statements	SY'03-'04 ⁷ 75%	92%	X	

⁶ During the 2005 PCSB Compliance Review, PCSB staff verified 91.5% daily attendance rate for SY'04-'05, where as the school reported a 91% attendance rate in its 2004-2005 Annual Report.

⁷ The students surveys were not administered until SY'03-'04, although the accountability plan indicates baseline would be established in SY'02-'03.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	Performance/Data Provided		Target Met?	
	Baseline	Year 4	Y	N
about TMA's programs and services				
School-wide average within 80% of annual targets?			X	
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 2004-2005 re-enrollment rate = 88% 2003-2004 re-enrollment rate = 67%			X	

Comments:

Thurgood Marshall Academy met all 4 non-academic performance standards.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

Comments: Thurgood Marshall Academy (TMA) has submitted to PCSB the following Board minutes in 2003 (October and November), in 2004 (January, February, April, December), and in 2005 (January, April, June, and October). Based on a review of these minutes, TMA's Board has several active committees, including: education, development, operations, and executive. There was a quorum present for the majority of meetings. The 2003-2005 minutes reflect discussions regarding financing and development of the new building, student expulsions, Board and staff retreat planning, personnel salaries and bonuses, and fund development activities. However, there are no discussions regarding academic performance, e.g. status updates, beyond lifting PCSB remedial action. **Performance Level: 2.5**

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

Comments: On April 26, 2004, PCSB issued a Notice of Concern to Thurgood Marshall Academy citing four conditions related to mission critical issues identified in the 2004 Program Development and Compliance Review Reports. By August 2004, school leaders satisfied three of the four conditions in response to PCSB's stated deadline. However, one remaining condition related to the curriculum development was not satisfied until October 2005, which was 14 months past due and 8 months after the 2004-2005 Program Development Review where curriculum implementation was scheduled to be verified by PCSB's Review Team and staff.

Performance Level: 2

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

Comments: Thurgood Marshall Academy submits timely Annual Reports to PCSB. During the annual Compliance Reviews, quantitative evidence of performance is presented and aligned with the majority of accountability plan targets. Baseline was established for several targets in years 3 and 4, and thus data was not available in school years 2001-2003.

Performance Level: 3

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

Comments: In fall 2005, Thurgood Marshall Academy relocated to the renovated Nichols Avenue School building. During the 2004-2005 school year, the school's Board of Trustees and administrative staff spent significant time spearheading the financing and development efforts for this spectacular facility. However, a review of the school budgets (2001-2005) reveals minimal allocations for staff/professional development, instructional specialists, and other remedial supports for students and faculty to promote academic success. Conversely, the school's *2005-06 and 2006-07 Revised School Improvement Plan* does propose an early release day once a week for students to enable teachers time for professional development and common planning time.

Performance Level: 3

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

Comments: Based on a review of the Board of Trustee minutes (2003-2005), Board members are committed to the operational and fiscal prowess of the school. In addition, the majority of Board members are attorneys, which supports the school's design to provide students with exposure to law related activities, including mentors from the legal profession. Moreover, the Board members employ significant fund development strategies to sustain a small learning community. Yet, it is not readily apparent that Board members are invested and supportive of the school's mission to create a college preparatory high school with rigorous curriculum, as evidenced by the minimal discussion of student achievement and academic rigor despite students' consistent low level standardized test performance in reading and math and the lack of a developed and implemented curriculum for four years.

Performance Level: 2.5

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

Comments: Thurgood Marshall Academy has significant and on-going challenges in the area of school leadership. In four years, the school has had three principals. PCSB issued Thurgood Marshall Academy a Notice of Concern, in part, due to the school's lack of cohesion among school leaders and faculty. Changes in senior administrators have led to modest increases in student performance in reading and inconsistent gains in math. Based on 2005 SAT-9 results, none of the students are performing at proficient levels in math and only 10% are at proficient performance levels in reading. The lack of a stable instructional leader has impacted the school's ability to develop a comprehensive curriculum prior to year 5. Currently, the school is operating under the direction of an Academic Director and Managing Director. It is unclear to PCSB staff whether a search for a new principal will begin in spring 2006 as previously discussed.

Performance Level: 2

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

Comments:

The bylaws were approved by the Board of Trustees in September 2000 and amended in June 2001. Subsequently, in September 2004 the Board adopted an Amendment to the bylaws to correct an error referring to the Company by the school name, Thurgood Marshall Academy Public Charter High School, instead of its official name Thurgood Marshall Academy. Based on a review of the Board minutes, there appears to be no other substantive discussion of the bylaws or modifications in school years 2003-2005. In addition, the Board's composition is largely in keeping with the bylaws, i.e., there are active Secretary and Treasurer positions held; however, a Board Chair serves in place of a President and Vice President, as stated in the bylaws.

Performance Level: 3

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE

Thurgood Marshall Academy Public Charter School demonstrated fully functioning performance in 3 of 7 categories, and thus does not meet this standard for organizational performance. The Board of Trustees could improve its performance in the following areas: Meetings and Board Structure, PCSB Action, Implementation of the School Design, and Leadership. Board members might consider shifting its focus to prioritize student achievement and instructional leadership in an effort to address these concerns.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

Exemplary level of development and implementation	Operational level of implementation and development	Limited development and/or partial implementation	Low level or no evidence of development and implementation
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

Comments: Thurgood Marshall Academy's five-year record of compliance demonstrated exemplary or fully functioning performance in 6 of 7 major compliance categories. Additionally, the school's 2005-2006 Compliance Review revealed that the school's performance is in keeping with the majority of applicable laws, rules and regulations. The school's performance could be improved by addressing concerns identified in the following areas: open enrollment process, health and safety related to fire drill schedules, and adherence to the NCLB requirements.

Performance Level: 3

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

Comments:

Based on its interim financial reports and annual financial audits, Thurgood Marshall Academy has adhered to GAAP.

Grade for Accounting Policies: 5.0

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting a. Audited Statements				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings. School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

Comments:

The FY05 audit was submitted to the PCSB on November 15, 2005. The audit was fairly presented and the changes in the schools net assets and its cash flows for the year ended in conformity with accounting principles generally accepted in the United States of America.

Some of the other key findings from the FY05 financial audit were...

- No matters involving the internal control over financial reporting that are considered to be weaknesses.
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting b. Budgets and Interim Financials				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

Comments:

Thurgood Marshall Academy is currently on the quarterly monthly reporting cycle with the PCSB. The school submitted its 1st quarter financial documents to the PCSB on time. Historically, the school has been proficient in submitting both budgets and essential financial documents to the board as required.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting c. Taxes and Insurance				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

Comments:

The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

Grade for Financial Reporting: a. Audited Statements 4.0 b. Budgets and Interim Financials 4.5 c. Taxes and Insurance n/a

OVERALL AVERAGE 4.25

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls				
a. Establishment and Adherence to Internal Controls Policy				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

Comments:

The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor.

The school has engaged thorough audits and appears to have responded to any recommendations for improvements to internal controls.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements.	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

Comments:

The PCSB believes that the school has been compliant in following procurement requirements.

GRADE FOR INTERNAL CONTROLS: a. Internal Controls Policy 5.0 b. Procurement 5.0

OVERALL AVERAGE: 5.0

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management				
a. Annual Budgets				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

Comments:

The school has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management b. Management Organizations				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

Comments:

Not applicable to this school.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management c. Related Party Transactions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

Comments:

Based on the information available, the PCSB believes that the school discloses any related party transactions as required.

GRADE FOR TRANSPARENCY: a. Annual Budgets 5.0 b. Management Organizations n/a c. Related Party Transactions 5.0

OVERALL AVERAGE 5.0

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

Comments:

Based on the data provided from the school's FY04 and FY05 audits, the PCSB believes that the Thurgood Marshall Academy has been fairly effective at balancing its revenues and expenses. The schools net assets grew by approximately \$.15MM and \$1.36 MM at the conclusion of fiscal years 04 and 05 respectively.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence b. Debt Capacity				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Policies were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Policies were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

Comments:

The school has taken on high levels of debt as suggested by the school's debt-to-equity ratio of 1.91. The disparity between debt and equity indicates that the school could potentially have major cash flow problems in the future should revenues not meet projections and its interest payments increase. As of June 30, 2005 the school has approximately \$5.2MM of outstanding long-term debt. The expected principal maturities of the school's outstanding debt are as follows:

June 30, 2006	\$ 29,110	June 30, 2009	\$ 117,064
June 30, 2007	2,044,342	June 30, 2010	1,167,770
June 30, 2008	112,741	thereafter	1,710,228

Interestingly, the school has entered into a credit enhancement agreement with the Charter Schools Development Corporation and Bank of America whereby the CSDC has agreed to fund up to \$500,000 as additional collateral for the Bank of America portion of the school's outstanding debt. The additional funding is to be used as a debt service reserve fund.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

Comments:

Salaries and other expenditures at the Thurgood Marshall Academy seem to be within industry standards and are within acceptable ranges as determined by the PCSB. The PCSB has no reason to believe that inappropriate spending decisions have been made.

Preliminary Charter Review Performance Analysis
School: Thurgood Marshall Academy Public Charter High School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence d. Investment Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

Comments:

To minimize its exposure to credit risk, the school places cash in financial institutions which are federally insured under the FDIC. The balances in each institution are insured by the FDIC up to \$100K. At June 30, 2005, the school's balances in excess of the \$100,000 threshold totaled \$369,008. The school has not realized any losses related to its deposit accounts.

GRADE FOR FISCAL PRUDENCE: a. Balanced Budget 5.0 b. Debt Capacity 4.5 c. Appropriate Spending 4.5 d. Investment Decisions 5.0

OVERALL AVERAGE 4.75

Appendix F

**Narrative Analysis on Thurgood Marshall Academy Public Charter High School
Performance
Based On Charter Review Framework**

ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 academic standards below:

Criterion #1: The school must attain the majority of the annual academic performance goals.

Thurgood Marshall Academy Public Charter High School has 9 academic targets. Therefore, the school needs to meet 5 of 9 targets. Thurgood Marshall met 7 targets and did not meet the remaining 2 targets.

Overall, Thurgood Marshall Academy Public Charter High School did meet this criterion.

Criterion #2: The school must show improvement on a majority of academic goals over the most recent two school years.

Thurgood Marshall Academy has 9 academic goals. Due to when baseline was established, 4 of the 9 targets are not applicable to this criterion. Therefore the school needs to show improvement over the most recent two school years in 3 of 5 goals. The school demonstrated improvement over the most two recent years in 1 academic goal.

Overall, Thurgood Marshall Academy Public Charter High School did not meet this criterion.

Criterion #3: The school must come within 80 percent of the annual Stanford 9 achievement targets in its accountability plan. If the targets are expressed in terms of NCE gain, the school wide average must be 80 percent of the stated goal.

Thurgood Marshall Academy has 2 targets related to SAT-9 performance. The school met 1 target related to reading and did not come within 80% of the 1 remaining target related to math.

Overall, Thurgood Marshall Academy Public Charter High School did not meet this criterion.

**Narrative Analysis on Thurgood Marshall Academy Public Charter High School
Performance
Based On Charter Review Framework**

Criterion #4: The school currently meets the State Education Agency's standard for AYP in reading and math.

Thurgood Marshall Academy has not met the 2005 AYP targets in reading and math.

Overall, Thurgood Marshall Academy Public Charter High School did not meet this criterion.

OUTCOME: Thurgood Marshall Academy Public Charter High School met 1 of 4 academic standards, and thus does not meet the standards for academic performance.

**Narrative Analysis on Thurgood Marshall Academy Public Charter High School
Performance
Based On Charter Review Framework**

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Thurgood Marshall Academy has 7 non-academic targets and exceeded all of them.

Overall, Thurgood Marshall Academy Public Charter High School did meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Thurgood Marshall Academy's annual attendance target was 90% and higher than DCPS Ward 8 high school average. The school's attendance rate for 2004-2005 was 92%, and the DCPS Ward 8 high school average was 86%.

Overall, Thurgood Marshall Academy Public Charter High School did meet this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Thurgood Marshall Academy's student enrollment levels are sufficient to sustain the fiscal viability of the school.

Overall, Thurgood Marshall Academy Public Charter High School did meet this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Thurgood Marshall Academy's re-enrollment data for 2003-2004 was 67% and for 2004-2005 the re-enrollment rate was 88%. The average re-enrollment rate is 77.5% or 78%.

Overall, Thurgood Marshall Academy Public Charter High School did meet this criterion.

OUTCOME: Thurgood Marshall Academy Public Charter High School met 4 of the 4 non-academic standards, and thus meets the standards for non-academic performance.

**Narrative Analysis on Thurgood Marshall Academy Public Charter High School
Performance
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE – GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	2.5
PCSB Action	2
Annual Reporting	3
Adequate Resources	3
Implementation of School Design	2.5
Leadership	2
Operating within Bylaws	3

OUTCOME: Thurgood Marshall Academy Public Charter High School demonstrated fully functioning performance in 3 of 7 categories, and thus does not meet this standard for organizational performance.

**Narrative Analysis on Thurgood Marshall Academy Public Charter High School
Performance
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	2
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	3
Inventory of School's Assets	3
Open Enrollment Process	3
NCLB Requirements	3

OUTCOME: Thurgood Marshall Academy Public Charter High School exemplary or fully functioning compliance in 6 of 7 categories, and thus meets this standard for organizational performance.

**Narrative Analysis on Thurgood Marshall Academy Public Charter High School
Performance
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

<u>Performance Level</u>	<u>Rating</u>
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	5.0
2. Financial Reporting	4.25
3. Internal Controls	5.0
4. Transparency of Financial Management	5.0
5. Fiscal Prudence	4.75

OUTCOME: Thurgood Marshall Academy Public Charter High School demonstrated satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

**Narrative Analysis on Thurgood Marshall Academy Public Charter High School
Performance
Based On Charter Review Framework**

Executive Summary

After four years of operation, Thurgood Marshall Academy Public Charter High School met the non-academic performance standards and the organizational performance standards related to compliance. However, the school did not meet the academic performance standards and the organizational performance standards related to governance. Therefore, its status to date is not in keeping with the standards of the Charter Review Framework.

Academic

Thurgood Marshall Academy Public Charter High School met 1 of 4 academic standards, and thus does not meet the standards for academic performance. Specifically, Thurgood Marshall met 7 of 9 of its academic accountability plan targets; however, the school did not demonstrate consistent improvement on a majority of academic goals over the most recent two years. In addition, the school failed to meet 80% of its SAT-9 annual targets in reading and math, and has not met the State Education Agency's Adequate Yearly Progress targets for three years in a row.

Non-Academic

Thurgood Marshall Academy Public Charter High School met all 4 non-academic standards, and thus meets the standards for non-academic performance. Additionally, Thurgood Marshall met all of its non-academic accountability plan annual targets.

Organizational – Governance

Thurgood Marshall Academy Public Charter High School demonstrated fully functioning performance in 3 of 7 categories, and thus does not meet the organizational performance standards for governance. The Board of Trustees could improve its performance in the following areas: Meetings and Board Structure, PCSB Action, Implementation of the School Design, and Leadership. Board members might consider a renewed focus on student achievement and instructional leadership in an effort to address these concerns.

Organizational – Compliance

Thurgood Marshall Academy Public Charter High School met the organizational performance standards for compliance. Specifically, the school demonstrated exemplary or fully functioning compliance in 6 of 7 categories over the past five years. The 2005-2006 Compliance Review revealed that the school's general performance is in keeping with applicable laws, rules and regulations. The school could improve its performance by preparing the monthly fire drill schedule for the school year prior to the beginning of school, ensuring that its waiting list is properly maintained and used for admissions purposes, making certain that all equipment and furnishings are appropriately labeled in keeping with the inventory of school assets, and finally adhering to NCLB requirements related to highly qualified teachers and parental notification.

**Narrative Analysis on Thurgood Marshall Academy Public Charter High School
Performance
Based On Charter Review Framework**

Organizational – Fiscal Management

Thurgood Marshall Academy Public Charter High School exceeded all five of the fiscal management accountability objectives. The school has demonstrated its ability to generate operational efficiencies with the use of debt. The school has been extremely successful in arranging favorable debt repayment plans which affords the school added financial flexibility enabling it to entertain more aggressive growth strategies than what would ordinarily be expected of a charter school. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management processes and internal controls procedures.

Appendix G



District of Columbia Public Charter School Board

March 12, 2007

Mr. Kevin Downey
Board Chair
Thurgood Marshall Academy
725 12 Street, NW
Washington, DC 20005

Dear Mr. Downey:

This letter serves to inform you that in its monthly meeting held on February 26, 2007, the District of Columbia Public Charter School Board (PCSB) fully approved Thurgood Marshall Academy Public Charter School's maximum enrollment ceilings for the 2006-2011 school years. Specifically, the PCSB approved the annual enrollment ceilings as outlined in the chart below:

Grade	Year 6 2006-2007	Year 7 2007-2008	Year 8 2008-2009	Year 9 2009-2010	Year 10 2010-2011
9	100	100	100	100	100
10	100	100	100	100	100
11	100	100	100	100	100
12	100	100	100	100	100
Total	400	400	400	400	400

Sincerely,

Thomas A. Nida
Board Chair

cc: Ms. Susan Miller, PCSB Program Manager
Mr. Jeremy Williams, PCSB Finance Manager
Mr. Alonso Montalvo, Office of the Chief Financial Officer



District of Columbia Public Charter School Board

January 29, 2007

Mr. Kevin Downey
Chair
Thurgood Marshall Academy
7315 Wisconsin Avenue, NW
#1100
Washington, DC 20020

Dear Mr. Downey:

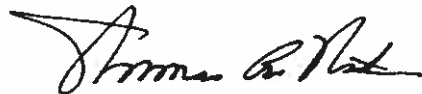
This letter serves to inform you that in its public meeting held on January 22, 2007 the District of Columbia Public Charter School Board (PCSB) granted full continuance to Thurgood Marshall Academy Public Charter School, based on its performance for school years 2001/02 through 2005/06. The school met the non-academic and organizational performance standards in accordance with PCSB's Charter Review Framework.

Academically, Thurgood Marshall has made great strides in improving its instructional program by refining and strengthening the curriculum, implementing instructional "best practices", and revising its assessment and accountability practices. However, with the scope of activities in place, the PCSB is concerned about how the school will manage and support the implementation of the varied initiatives over time. Therefore, the school must develop a strategic plan to guide and support the implementation of the academic improvement initiatives, establish monitoring routines and benchmarks, identify methods and tools for evaluating effectiveness of the new instructional and administrative structures to determine future planning for continued success beyond the current school year. This plan must be submitted for PCSB review no later than April 6, 2007.

Additionally, Thurgood Marshall must continue to ensure that all subject area teachers are "highly qualified" as required by the No Child Left Behind Act. PCSB will verify your staff's qualifications towards attaining "highly qualified" status during the school's annual Compliance Review in the fall of 2007.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the Charter Review process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving our students and we look forward to your response.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas A. Nida". The signature is fluid and cursive, with a large initial "T" and "N".

Thomas A. Nida
Chair

cc: Mr. Joshua Kern

Appendix H

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal

- ☐ Board Action
- ☐ Notice of Concern
- ☐ Notice of Deficiency
- ☐ Notice of Probation
- ☐ Charter Warning
- ☐ Proposed Revocation
- ☐ Revocation
- ☒ Charter Continuance
- ☐ PCSB Policy

School Request

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve E-Rate Plan

PREPARED BY: Charlotte Jarvis-Cureton

SUBJECT: Thurgood Marshall Academy Public Charter School
Candidacy for Charter Continuance

DATE: December 19, 2011

BACKGROUND

The review of a school's charter is based on its performance as outlined in the School Reform Act, §38-1802.13(a)(b) ("Act"). Pursuant to the Act, a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; or 5) is no longer economically viable. A standard charter school¹ may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

- (1) Performs in Tier III for three consecutive years;
- (2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or
- (3) Scores 20 percentage points or below in the most recent year.²

¹ Standard charter schools and programs administer statewide assessments to 3rd – 8th and 10th grade students.

² Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PMF data, the PCSB will hold them accountable to one of the three criteria cited.

As well, a non-standard charter school³ may be a candidate for revocation of its charter if it fails to:

- (1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;
- (2) Perform within a minimum of 90% of its accountability plan attendance targets; or
- (3) Maintain enrollment levels sufficient to sustain the economic viability of the

Thurgood Marshall Academy Public Charter School (TMA) is a college preparatory high school located in Ward eight (8) of the District of Columbia. The school opened in 2001 with 80 ninth graders and added a grade each year. TMA serves approximately 400 students in grades 9-12. TMA's mission is "to prepare students to succeed in college and to actively engage in our democratic society. As the first and only law-related charter school in Washington, DC, the school's goal is to help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities."

Thurgood Marshall Academy is a Tier 1 school scoring **80.2% of 100 percentage points** under the PMF. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter, including violations relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has engaged in generally accepted accounting principles, and is economically viable.

PROPOSAL

Thurgood Marshall Academy Public Charter School is a candidate for charter continuance as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal: _____

³ Non-standard schools and programs include schools that provide instructional services to Pk3-2nd grade students, GED and adult learners, and schools with 100% of students identified with special needs.

Appendix I

Thurgood Marshall Academy Public Charter School

Accountability Plan

SY 2006-07 to SY 2010-11

School Mission: The mission of Thurgood Marshall Academy Public Charter High School is to prepare students to succeed in college and to actively engage in our democratic society.

A. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicator(s)	Assessment Tool(s)	Baseline Data	Five-Year Target	Annual Target	Strategies for Attainment
DC CAS Performance Objective (to be provided by the PCSB)	1.1 DC CAS scores in reading 1.2 DC CAS scores in math	DC CAS scores	TBD	TBD	TBD	<ul style="list-style-type: none"> Students in grades 9 and 10 will enroll in double block English and math courses to increase instructional time in key subject areas 9th - and 10th-grade curricula and assessments in English and math courses will be aligned to standards 9th - and 10th-grade students will take quarterly benchmark assessments to assess their aptitude in key areas; remediation will be tailored to students' specific needs as identified through the benchmark assessments Reading and math teachers will implement curriculum emphasizing priority areas

Thurgood Marshall Academy students will outperform their peers at traditional public high schools in Ward 8 on the DC CAS	1.3 Scores on the 10 th -grade state assessment surpass those of traditional public high schools in Ward 8 in reading	DC CAS scores	DC CAS scores surpassed traditional public high schools in Ward 8 by 6.8 times in reading and 7.8 times in math (SY06-07)	DC CAS scores surpass traditional public high schools in Ward 8 by at least 1.1 times in both reading and math (note that the majority of TMA students are residents of Ward 8)	DC CAS scores surpass traditional public high schools in Ward 8 by at least 1.1 times in both reading and math	<ul style="list-style-type: none"> Students in grades 9 and 10 will enroll in double block English and math courses to increase instructional time in key subject areas 9th- and 10th-grade curricula and assessments in English and math courses will be aligned to standards 9th- and 10th-grade students will take quarterly benchmark assessments to assess their aptitude in key areas; remediation will be tailored to students' specific needs as identified through the benchmark assessments Reading and math teachers will implement curriculum emphasizing priority areas
1.4 Scores on the 10 th -grade state assessment surpass those of traditional public high schools in Ward 8 in math						

School Name Board Chair Signature Alexis W. Brown - TMA PCHS Date 11/24/08
 DCPCSB Chair Signature James A. Hill Date 11/17/08

A. Academic Performance Objectives						
Performance Objectives or Goals	Performance Indicators	Assessment Tool	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
Thurgood Marshall Academy students will acquire comprehensive college-preparatory knowledge and skills that will equip them for success in post-secondary education and beyond	1.5 The degree to which students achieve mastery on the school's curriculum standards in four core subject areas (math, English, science and social studies)	Subject area final exams in English, math, science and social studies core courses	61% of final exams in core content areas school-wide received a passing grade (SY07–08)	At least 50% of final exams in core content areas school-wide receive a passing grade	At least 50% of final exams in core content areas school-wide receive a passing grade	<ul style="list-style-type: none">Subject area final exams that are aligned to standards will be created for English, math, science and social studiesMid-year exams will be given to assess mastery of subject matter contentTutoring will be available to all students during after-school hours; tutoring will be mandatory for students on Academic ProbationCreate a system to monitor and document the development of all curricula and determine which units and lesson plans are effective
Thurgood Marshall Academy students will be exposed to rigorous academic coursework preparing them for success in post-secondary education through advanced college preparatory courses	1.6 Percentage of graduating seniors who successfully complete at least one AP course*	Student transcript grades; class enrollment lists	41% of graduating seniors successfully completed at least one AP course (SY06–07) (*Note that in 06–07 the percentage of seniors participating in AP courses was higher than normal because of the small class size and number of AP offerings)	20% of graduating seniors successfully complete at least one AP course	20% of graduating seniors successfully complete at least one AP course	<ul style="list-style-type: none">Honors and/or AP courses will be offered to students in grades 9–12Funds will be available for AP certification of teachersAP courses will meet College Board requirements for AP

A. Academic Performance Objectives					
Performance Objectives or Goals	Performance Indicators	Assessment Tool	Annual Target	Five-Year Target	Baseline Data
Students graduating from Thurgood Marshall Academy will enter post-secondary education	1.7 Percentage of graduating seniors who are accepted to post-secondary education annually	Post-secondary education acceptance letters	100% of graduating seniors were accepted to post-secondary education (SY07-08 / Class of 2007)	90% of graduating seniors are accepted to post-secondary education annually	90% of graduating seniors are accepted to post-secondary education annually
	1.8 Percentage of graduating seniors who enroll in post-secondary education within one year of graduating	National Student Clearinghouse Student Tracker results, alumni surveys, alumni contact logs, site visits, transcripts, and/or class schedules	91% of graduating seniors were enrolled in post-secondary education within one year of graduating (SY07-08 / Class of 2007)	75% of graduating seniors enroll in post-secondary education within one year of graduating	80% of graduating seniors enroll in post-secondary education within one year of graduating
Students will learn legal concepts and skills by participating in law-related activities	1.9 Percentage of students participating in law-related activities outside of the classroom each year	Attendance rates; activity logs for class field trips, guest speaker sessions, Law Firm Tutoring, Law Day, and other law-themed outside of classroom activities	100% of students participated in at least one law-related activity outside of the classroom (SY07-08)	90% of students participate in at least one law-related activity outside of the classroom each year	90% of students participate in at least one law-related activity outside of the classroom each year

A. Academic Performance Objectives					
Performance Objectives or Goals	Performance Indicators	Assessment Tool	Annual Target	Five-Year Target	Baseline Data
					<div>Strategies for Attainment</div> <ul style="list-style-type: none"> Students will participate in activities with a variety of law-related organizations and individuals The Student Senate will have a voice in decision-making at the school Law-related courses will be offered

SCHOOL NAME
B. Non-Academic Performance Objectives

Performance Objectives or Goals	Performance Indicator(s)	Assessment Tool(s)	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
High rate of student attendance	2.1 Attendance rates at TMA	Annual Attendance records	92% average daily attendance (SY06-07)	90% daily attendance rate	90% daily attendance rate	<ul style="list-style-type: none"> Parents/guardians sign a compact indicating that they understand attendance requirements Parents will be contacted daily regarding absences Perfect attendance will be acknowledged on a school bulletin board; students will receive rewards for high attendance
Students and their parents and guardians will be satisfied with the educational services provided by the school	2.2 Students indicate satisfaction with TMA's educational services on end-of-year surveys 2.3 Parents/guardians indicate satisfaction with TMA's educational services on end-of-year surveys	Student and family surveys	89% of students responding to the end of year survey agreed or strongly agreed with positive statements on the end-of-year survey (SY07-08) 91% of parents responding to the end of year survey agree or strongly agree with positive on the end-of-year survey (SY07-08)	60% of students responding to the end of year survey agree or strongly agree with positive statements in the school climate portion of the end-of-year survey 60% of parents responding to the end of year survey agree or strongly agree with positive statements in the school climate portion of the end-of-year survey	60% of students responding to the end of year survey agree or strongly agree with positive statements in the school climate portion of the end-of-year survey 60% of parents responding to the end of year survey agree or strongly agree with positive statements in the school climate portion of the end-of-year survey	<ul style="list-style-type: none"> Regular Parent Teacher Organization (PTO) meetings will be held Parents and students will have an opportunity to engage in school planning efforts A Parent Coordinator will be employed at the school, bridging the relationship between the school and parents
Thurgood Marshall Academy students will demonstrate individual and community	2.4 Percentage of Level 3 Student Code of Conduct	Annual expulsion rate	SY06-07	No more than 3% of students annually are permanently expelled	No more than 3% of students annually are	<ul style="list-style-type: none"> Code of Conduct, which clearly describes behavioral expectations

responsibility in creating a safe school climate	violations that warrant expulsions			for a Level 3 violation	permanently expelled for a Level 3 violation	<ul style="list-style-type: none"> for students and consequences, will be known by students, faculty and parents Families and students will sign-off on the Student Code of Conduct annually Behavior (number of disciplinary infractions) will be factored into student promotion Provide training to faculty and staff on implementation of the discipline policy so that it is enforced consistently
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District of Columbia Public Charter School Board

November 12, 2008

Mr. George Brown
Chairman, Board of Trustees
Thurgood Marshall Academy
910 17th Street N.W. Suite 500
Washington, DC 20006

Dear Mr. Brown,

This letter serves to inform you that in its Board meeting held on October 20, 2008, the District of Columbia Public Charter School Board fully approved Thurgood Marshall Academy Public Charter School's accountability plan for the years 2006-07-2010-11.

Please sign and date the signed copy of the accountability plan and return the original copy personally or by certified mail to the assigned administrative coordinator, Patricia Cisneros at PCSB within seven days (7) of receipt.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas A. Nida". The signature is fluid and cursive, with the first name being the most prominent.

Thomas A. Nida
Chair

Cc: Joshua Kern, Executive Director
Alexandra Pardo, Principal

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

- ☐ Staff Proposal
- ☐ Corrective Action
- ☐ PCSB Policy

- ☐ School Request
- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☒ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve E-Rate Plan

PREPARED BY: Staff (Corey Carter)

SUBJECT: Thurgood Marshall Academy Public Charter School – Request for Accountability Plan Full Approval

DATE: October 14, 2008

BACKGROUND

Thurgood Marshall Academy Public Charter School began implementation of its program in August 2001, and currently is in its 8th year of operation. In January 2007, Thurgood Marshall Academy Public Charter School was granted Full Continuance based on the Charter Review Framework. In keeping with the charter agreement, Thurgood Marshall Academy received Conditional Approval of its Accountability Plan in July 2007.

PROPOSAL/REQUEST

The “conditional” status of Thurgood Marshall PCS’ Accountability Plan was based on the fact that baseline data had not yet been established for several targets. Since that time, baseline data has been established and the school has revised the language in some areas to clarify what the intent of their targets are. The proposal is for the board to vote to change the status of Thurgood Marshall Academy PCS’ Accountability Plan to “Full Approval.”

Date: 10/19/08

PCSB Action: ☒ Approved ☐ Approved with Changes ☐ Rejected
Changes to the Original Proposal/Request: _____

Decision Memo - Thurgood Marshall Academy_10_14_08.doc

Appendix J



June 9, 2015

Kannon Shanmugam, Board Chair
Thurgood Marshall Academy PCS
2427 Martin Luther King, Jr. Ave. SE
Washington, DC 20020

Dear Mr. Shanmugam:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2014-15 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during the 2015-16 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Thurgood Marshall Academy Public Charter School between April 20 and May 1, 2015. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting.

You will find that the Qualitative Site Review Report focuses on the following areas: charter mission and goals, the classroom environment, and instruction.

We appreciate the help and hospitality that staff gave the monitoring team in conducting the Qualitative Site Review at Thurgood Marshall Academy PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Thurgood Marshall Academy Public Charter School (TMA PCS, Thurgood Marshall Academy PCS) serves 366 students in grades 9 through 12 in Ward 8. Its mission to prepare students to succeed in college and to actively engage in our democratic society. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in April 2015 because Thurgood Marshall Academy PCS is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted unannounced observations over the course of a two-week window, from April 20 through May 1. A team of two PCSB staff members and two consultants (including a Special Education Consultant) conducted 24 observations. A member of the QSR team also attended a Board of Trustees meeting on February 18, 2015. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 77% of the observations as distinguished or proficient in the Classroom Environment domain. Teachers and students had a good rapport with each other and students adhered to clear standards of conduct. The QSR team scored 61% of the observations as distinguished or proficient in the Instruction domain. Most classrooms were intellectually engaging. In these observations teachers asked open-ended questions and students participated in discussions with peers. In just over one third of the observations, however, the instruction was primarily lecture and did not include student input or feedback to students.

Prior to the two-week window, Thurgood Marshall Academy PCS provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire. The QSR team member who conducted special education-specific observations noted the following based on the answers provided by the school:

- On "A" days special education teachers provided support to students with disabilities separate from the general education classroom. On "B" days special education teachers provided inclusionary support either by co-teaching with the general education teacher or as an instructional support to designated student(s).
- Teachers worked with their students in small groups/stations or individually, which were in most cases conducive to the provision of direct and timely feedback to students.
- Several of the observable interventions described in the Special Education Questionnaire were apparent through the observations, including leveled readers, special education teachers, graphic organizers, timers, and ClassDojo for behavior.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Thurgood Marshall Academy PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>Our mission is to prepare students to succeed in college and to actively engage in our democratic society.</p>	<p>The evidence gathered during this QSR shows that Thurgood Marshall Academy PCS is working to meet its mission.</p> <p><i>Prepare students to succeed in college</i></p> <p>The school has a college preparatory curriculum and offers Advanced Placement (AP) courses in English, math, computer science, and social studies. The QSR team observed rigorous instruction in the AP classes that included higher-order questioning, and students engaged in discussions with each other. In the non-AP classes the level of instruction was mixed. Students in one observation were actively engaged throughout the lesson and the teacher invited student input and encouraged students to respond to one another. In another observation, however, the teacher asked low-level questions and the work was formulaic requiring little intellectual engagement from students.</p> <p>Posters and bulletin boards around the building reflected a college-going culture. The data wall in the lobby included student SAT and college enrollment data. Bulletin boards showed the colleges to which students in past years have been accepted. Additionally the school hosted a college fair during the QSR window.</p> <p><i>Actively engage students in democratic society</i></p> <p>Observations of social studies classes revealed engaged students in conversations about civic participation. One observation of a law class, for example, discussed recent protests in Baltimore and</p>

Mission and Goals	Evidence
	explored connections between the protests and the Bill of Rights. Students in several observations respectfully debated each other and shared ideas on topics such as the Civil Rights Movement and the Middle Eastern Conflict.
Students will reach standard grade level skill ability, and many students will achieve above-average capability in all academic subjects throughout the high school years.	The QSR team saw effective instruction in the majority of observations. As further detailed in the Instruction section of the Danielson Framework, 61% of the observations scored proficient or distinguished in the Instruction domain. Teachers in these observations asked high-level, open-ended questions and students engaged in discussions with peers.
Over 75% of the students entering the Academy will graduate in five years or less.	PCSB will review validated quantitative data for the school's renewal report to determine if the school met this goal. The QSR team only collected and reviewed qualitative evidence for this report.
Over half of all students will enroll in a post-secondary institution after graduation, including at a two- or four-year college, trade school, technical college, or conservatory.	PCSB will review validated quantitative data for the school's renewal report to determine if the school met this goal. The QSR team only collected and reviewed qualitative evidence for this report.
Students will build strong character and moral values and will learn to treat fellow students, faculty, and family with respect.	The school had a positive culture overall. As further detailed in the Classroom Environment section of the Danielson Framework, 77% of the observations scored proficient or distinguished in the Classroom Environment domain. Students treated each other and their teachers with respect in almost all observations.

Mission and Goals	Evidence
<p>The Academy will develop a unique four-year law-related education curriculum with high academic standards to serve as a national model.</p>	<p>The school offers law classes, such as Intro to Law and Street Law. The QSR team observed students engaged in discussions about current events and connected them to criminal procedures and elements of the law curriculum. Students also worked on a portfolio project related to the First Amendment of the Constitution.</p> <p>During the QSR window ninth grade students attended an off-site law class at a law firm on Friday afternoons. The QSR team observed posters about legal skills (research, argumentation, critical thinking, advocacy, and negotiation) around the building.</p>
<p>Parents and community members will be involved in the long-term success of both the school and the students and will participate in informational forums, monthly community meetings, and on the Academy's Board.</p>	<p>The QSR team did not collect any evidence related to this goal.</p>
<p>Low student absenteeism and tardiness</p>	<p>The classrooms the QSR team observed were generally full, with few empty desks. In most observations three to five students entered the room after class had started.</p>
<p>Governance:</p>	<p>A PCSB staff member attended the Thurgood Marshall Academy PCS Board of Trustees meeting on February 18, 2015. A quorum was present. The school's executive director gave an update on seniors' college acceptances, enrollment projections, discipline hearings, and the ongoing reaccreditation process through the Middle States Association. The school's chief operating officer provided an update on tax filings and budget projections. The board also discussed board recruitment efforts with a focus on adding a board member with financial expertise.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 77% of observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment		Evidence Observed		School Wide Rating	
Creating an Environment of Respect and Rapport		The QSR team rated 88% of the observations as distinguished or proficient in the component of Creating an Environment of Respect and Rapport. These classrooms were friendly and joyful. In one observation students asked the teacher to teach them again next year. Many teachers praised and encouraged their students saying thing like, “I know you’ll be right,” and “I have a feeling you will be good at this.”	Distinguished	17%	
			Proficient	71%	
			Basic	8%	
		The QSR team rated 12% of the observations as basic or unsatisfactory in this component. There were a few isolated incidents of students behaving disrespectfully toward teachers and classmates in these observations. In a couple of instances, students entered the classroom late and were disruptive. In one observation a student danced to his seat after entering several minutes into the class period and the teacher did not address it. One teacher told students to “get your butts in seats” on two occasions. However students continued to have trouble settling in and focusing on their work.	Unsatisfactory	4%	
Establishing a Culture for Learning		The QSR team rated 75% of the observations as distinguished or proficient in the component of Establishing a Culture for Learning. Teachers in these observations explained the significance of the lesson and involved <u>all</u>	Distinguished	13%	

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment		Evidence Observed		School Wide Rating	
		students. In several instances teachers praised students' persistence and effort. Students got excited about the material. One student said, "That is so amazing!" after a classmate solved a math problem.		Proficient	62%
		The QSR team rated 25% of the observations as basic and none as unsatisfactory in this component. Teachers ignored students with their heads down in a few classes. A couple of teachers sat at their desks for the majority of the time and did not encourage students, who were visibly not on task, to participate in the lesson.		Basic	25%
				Unsatisfactory	0%
Managing Classroom Procedures		The QSR team rated 67% of the observations as distinguished or proficient in the component of Managing Classroom Procedures. In these observations there were clear systems in place for students entering class late and reporting out information after small group work. Transitions from whole group to small group activities were smooth. A few teachers used timers or gave verbal time warnings to keep the class on pace.		Distinguished	13%
				Proficient	54%
		The QSR team rated 33% of the observations as basic and none as unsatisfactory in this component. Routines, procedures, and transitions in these observations did not run smoothly resulting in a loss of instructional time in these observations. Some transitions between activities were noisy and inefficient. One teacher did not pace the lesson well and called out time warnings at 40 minutes, 30 minutes, etc. but did not intervene when students got off task.		Basic	33%
Managing Student Behavior				Unsatisfactory	0%
		The QSR team rated 79% of the observations as distinguished or proficient in the component of Managing Student Behavior. Student behavior was entirely appropriate in the majority of classrooms. Several classrooms had standards of		Distinguished	29%

The Classroom Environment	Evidence Observed	School Wide Rating	
	conduct posted and teachers referenced those standards. In a few instances teachers had systems in place to monitor student behavior, such as ClassDojo, a behavior-tracking app. When teachers gave redirections, students responded by changing their behavior right away.	Proficient	50%
	The QSR team rated 21 % of the observations as basic or unsatisfactory in this component. In these observations teachers' attempts to correct student behavior were largely ineffective. Students in one class exhibited silly behaviors, such as hiding a classmate's pencil, and the students ignored the teacher's interventions. In one observation students watched music videos on computers rather than making the poster they were assigned, and the teacher was sitting at a desk not monitoring student behavior.	Basic	13%
		Unsatisfactory	8%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 61% of observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed		School Wide Rating	
Communicating with Students	<p>The QSR team rated 71 % of the observations as distinguished or proficient in the component of Communicating with Students. Teachers shared the objective for the day and placed the lesson in a broader context of what students were learning. Most teachers gave directions and students got right to work without clarification on what they were supposed to do. One teacher explained a pun used in <i>Romeo and Juliet</i> and students participated in the conversation about different meanings of words. Another teacher explained the unit circle to students and pointed out common mistakes students make when working with the unit circle.</p>	Distinguished	21%	
		Proficient	50%	
		Basic	29%	
		Unsatisfactory	0%	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team rated 57% of the observations as distinguished or proficient in the component of Using Questioning/Prompts and Discussion Techniques. In these observations teachers asked a mix of lower- and higher-order thinking questions. Most questions did not have one right</p>		Distinguished	9%

Instruction	Evidence Observed	School Wide Rating	
	answer and teachers welcomed different responses from students. Teachers asked questions in a few observations that challenged the students to think beyond the material and come up with new ideas. In one class students led their own discussions in small groups and the teacher provided support as needed.	Proficient	48%
	The QSR team rated 43% of the observations as basic and none as unsatisfactory in this component. In these observations questions were primarily recall and did not promote student thinking. Teachers answered their own questions in a few of instances. Some teachers only lectured during the lesson and gave few to no opportunities for student participation.	Basic	43%
		Unsatisfactory	0%
		Distinguished	13%
	The QSR team rated 63% of the observations as distinguished or proficient in the component of Engaging Students in Learning. Students in these observations were intellectually engaged throughout the lesson. There were multiple approaches to the work and students participated in problem solving. In one observation the teacher asked students about the order in which they wanted to run the class and students had choice in their learning. Materials such as graphic organizers and interactive whiteboards enhanced the learning by allowing students to organize their ideas or try different approaches to problems.	Proficient	50%
Engaging Students in Learning	The QSR team rated 37% of the observations as basic or unsatisfactory in this component. Students spent time on activities not aligned to the lesson objective or were not intellectually engaged. In one observation of a 10 th grade English class, students spent 10 minutes making words out of the	Basic	33%

Instruction	Evidence Observed	School Wide Rating	
	phrase “Romeo and Juliet” rather than learning about the subject matter. A couple of lessons students had more time to complete a task then needed resulting in their disengaging with the content. Students in one class had the entire period to make a poster and several students finished with 40 minutes remaining in the period and no other work to do.	Unsatisfactory	4%
Using Assessment in Instruction	The QSR team rated 52% of the observations as distinguished or proficient in the component of Using Assessment in Instruction. Teachers in these observations gave students feedback on their work that led to students making corrections. Several teachers circulated the classroom and stopped to give students advice on how to make improvements in their work. One teacher walked around to individual students asking recall questions to gauge understanding and quickly re-teach as needed. A few teachers modeled tasks or showed exemplars to convey what high quality work looks like.	Distinguished	4%
		Proficient	48%
	The QSR team rated 48% of the observations as basic or unsatisfactory in this component. Teachers only monitored student understanding through simple response questions and did not provide feedback leading to students improving their work. In one observation the teacher asked the students if soil is alive. Many students said, “Yes,” and the teacher said, “No, it is not alive” without offering any further explanation. Students worked on projects in a few observations and the QSR team did not observe any rubrics or means of assessing quality.	Basic	44%
		Unsatisfactory	4%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>

Appendix K



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

DECISION MEMORANDUM

PREPARED BY : Tamara Lumpkin
SUBJECT : Thurgood Marshall Academy Request to Change its
Status for Special Needs Purposes
DATE : June 12, 2002

BACKGROUND

When applying to establish a charter school, an applicant may elect to be treated as an LEA or a District charter for special needs purposes. As an LEA, the charter school independently provides special needs services to students, and is therefore solely accountable for such services. As a District charter, the charter school has the option of paying DCPS to provide services for students with special needs or providing the services themselves (possibly with some coordination with DCPS). However, as a District charter, DCPS is the entity accountable for ensuring adequate special education service delivery.

PROPOSAL

Thurgood Marshall Academy (TMA) has requested to change its status for special needs purposes from that of an LEA to a District charter.

OPTIONS

The PCSB has the option to grant or deny the request to change status.

IMPACT

The change in status would provide the school some protection in the event that there are issues with the provision of services for special needs students. By entering into this collaborative arrangement with DCPS, TMA will be better able to build internal capacity as the school receives technical support from DCPS.

Recommendation of Board Committee

The Schools Committee recommends approval of TMA's request to change its status from that of an LEA to a District charter for special needs purposes.

DISPOSITION

1. **Approved**
2. **Rejected**
3. **Original memorandum changed**
4. **Final resolution**

Date: JLB 4/17/02
Date: _____
Date: _____
Date: _____