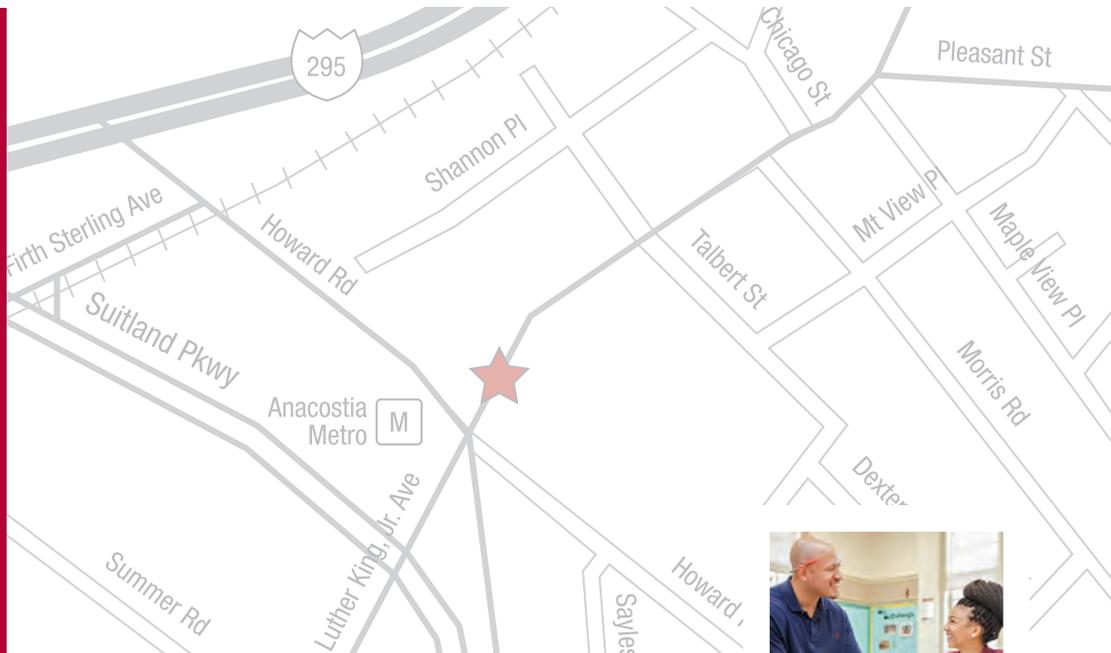




Public Charter High School



2017-18 ANNUAL REPORT

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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 2017-18, Thurgood Marshall Academy served 383 students in grades 9-12.

To accomplish its mission, Thurgood Marshall Academy functions as both a school and youth development organization by integrating a rigorous college-preparatory curriculum with in-school and after-school support programming, such as academic tutoring, 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 55 partnering organizations that provides financial and in-kind support and connects the school with over 275 volunteers. Throughout all of its academic and enrichment activities, Thurgood Marshall Academy seeks to engage parents and families with frequent communication and opportunities to support their child's progress.

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 also intensive remediation since almost half of its students enter the 9th grade with reading and/or math skills at or below the 5th grade level. Instructional planning is guided by a data-driven approach aligned to Common Core Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC).

In 2017-18, achievements included the following:

- Continuing Thurgood Marshall Academy's 14-year tradition, one hundred percent of seniors in the Class of 2018 were accepted to college. Additionally, 100% of students enrolled in 12th grade successfully completed all graduation requirements by October 2018. Among these students, 86% were also accepted to two or more colleges. Students were accepted to a total of 277 different schools, including George Washington University, Carnegie Mellon University, and Spelman College.
- Thurgood Marshall Academy's alumni college enrollment, retention, and graduation rates continue to exceed those of their peers in Washington, DC. Most notable, Thurgood Marshall Academy alumni are graduating college at rates roughly four times higher than their neighborhood peers. Indeed, Thurgood Marshall Academy students' roughly 60% five-year college graduation rate is on par with the national average.
- Scholarship awards to students in the Class of 2018 totaled over \$8.4 million. Scholarships include the Comcast Achievement Award Scholarship, The Economic Club of Washington DC, Korean American Grocers Association, The Bonner Scholars Program, and the Washington Post Press Pass Mentors Scholarship.

- Individual student accomplishments evidence Thurgood Marshall Academy’s preparation of its students to succeed in college and civic life. Examples include a student receiving the 2018 DCSAA “Director’s Choice” United Bank Academic Scholarship; a student receiving the Stephen J. Trachtenberg Scholarship; a student speaking at the March For Our Lives Rally; and students participating in Peace Walk organized by Washington Global Middle School.
- The media recognized Thurgood Marshall Academy’s achievements. *U.S. News and World Report* ranked Thurgood Marshall Academy as the 2nd highest non-magnet school in DC in its Best High Schools list. Thurgood Marshall Academy was one of only eight DC schools recognized by inclusion in the national list of Best High Schools. Other media recognition of the school’s work appeared in *WAMU Schools Try New Ways To Address Discipline* and features in *WLJA*, *The Washington Post* and *The Kojo Nnamdi Show*.
- Thurgood Marshall Academy faculty and staff participated in public life and won accolades. Examples include the following: Thurgood Marshall Academy Social Studies teacher Karen Lee was nominated for OSSE’s DC Teacher of the Year award; Director of College and Alumni Programs Sanjay Mitchell was named the Potomac and Chesapeake Association for College Admission Counseling (PCACAC) 2018 Counselor of the Year; Science Teacher/Coach Samantha Koonce was inducted into the Delaware State University Hall of Fame; and Director of Athletics and Physical Education Michele Thompson was recognized by National Interscholastic Athletic Administrators Association (NIAAA) as a Certified Athletic Administrator.

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, particularly research, argumentation, critical thinking, advocacy, and negotiation.

Location and Facilities

Thurgood Marshall Academy’s campus 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 ideal site for Thurgood Marshall Academy due to the facilities’ proximity to the homes of Thurgood Marshall Academy students and families (more than 80% of whom reside in Wards 7 and 8), as well as accessibility by Metro for the school’s approximately 275 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 have access to a wireless network, projectors with audio capabilities, and interactive whiteboard technology.

Student Characteristics

In the 2017-18 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: 85 Grade 12: 69 *excludes 4 nonpublic placements across multiple grade levels
Percentage of students with special education IEPs	14.09%
Percentage of students qualifying for free or reduced lunch	N/A—Community Eligibility Provision (CEP) school
Average in-seat attendance	92%
Promotion Rate	90.6%
Number of seniors taking SAT	100%
Average SAT Scores	Math: 505 Critical Reading: 501

Thurgood Marshall Academy Faculty and Staff

In the 2017-18 school year, Thurgood Marshall Academy's 35 teachers had an average of eight years of experience in the field. Additionally, 23 teachers held graduate degrees. Thurgood Marshall Academy employed:

- 4 science teachers;
- 6 English teachers;
- 5 social studies teachers;
- 6 math teachers;
- 3 Spanish teachers;
- 5 specialty (e.g., art and music) teachers; and
- 6 special education teachers.

I.B. SCHOOL PROGRAM

Thurgood Marshall Academy's program combines a college-preparatory curriculum, targeted remediation, comprehensive enrichment and after-school activities, and a signature focus on legal skills. In 2017-18, Thurgood Marshall Academy served 387 students in grades 9-12 (an Audited Enrollment of 383 plus 4 students in private placements), as well as a network of approximately 600 alumni.

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 almost half of students enter 9th grade with math and/or reading skills falling at or below the 5th grade level, 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 Common Core for Literacy in Social Studies. 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. 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 2017-18 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 Interim assessment, teachers' content assessments and regular progress report data. Students with advanced academic skills were challenged in honors courses.

Because approximately 43% of students entering Thurgood Marshall Academy in 2017-18 demonstrated skills at or below 5th grade level in reading and/or 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 10th graders took, during the 2017 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.

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 the steps of the college application process and prepare for the transition to higher education. During the 2017-18 school year, Thurgood Marshall Academy held Saturday Session workshops to help students prepare for Advanced Placement (AP) tests.

Recognizing the importance of SAT scores for college access, 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 Transcend Academy and the DC office of the Office of the State Superintendent of Education (OSSE) to provide additional SAT support to all juniors in the SAT course. The Class of 2018 SAT test takers scored an average of 1006 (math and verbal combined). For purposes of comparison, the DC city-wide average in 2017 (the most recent data available) was 875.

The school's selection of 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 2017-18, students in every grade continued to have the opportunity to take Honors English and math courses. Other honors classes included Biology, Physics, Spanish, Chemistry, and World History I and II.

Thurgood Marshall Academy's AP classes are approved by the College Board. In 2017-18, Thurgood Marshall Academy offered the AP Courses in the following subjects: Calculus, Chemistry, English Language, English Literature, US Government & Politics, and US History. In addition to Advanced Placement classes, Thurgood Marshall Academy offers dual enrollment opportunities that permit students to take select classes at local colleges for both high school and college credit.

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 illustrates how the school integrates regular, remedial, honors, AP, and legal course work across the four grade levels.

THURGOOD MARSHALL ACADEMY 2017-18 ANNUAL REPORT

2017-18 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 Language 	<ul style="list-style-type: none"> British Literature AP English Language
Math	<ul style="list-style-type: none"> Algebra I Honors Algebra I 	<ul style="list-style-type: none"> Geometry Honors Geometry Honors Algebra II 	<ul style="list-style-type: none"> Algebra II Honors Algebra II Honors Pre-Calculus 	<ul style="list-style-type: none"> Pre-Calculus Honors Pre-Calculus Statistics AP Calculus
Science	<ul style="list-style-type: none"> Applied Integrated Science Honors Biology 	<ul style="list-style-type: none"> Biology Honors Biology Honors Chemistry 1 	<ul style="list-style-type: none"> Chemistry I Honors Chemistry I Honors Chemistry II AP Chemistry 	<ul style="list-style-type: none"> Physics Honors Physics Environmental Science
Foreign Language	<ul style="list-style-type: none"> Spanish I 	<ul style="list-style-type: none"> Spanish I Spanish II 	<ul style="list-style-type: none"> Spanish II Spanish III Honors Spanish III 	<ul style="list-style-type: none"> Spanish III Honors Spanish III
Other	<ul style="list-style-type: none"> Computer Applications Physical Education I Reading Workshop Math Workshop Portfolio 	<ul style="list-style-type: none"> Health Reading Workshop Math Workshop Portfolio 	<ul style="list-style-type: none"> Advanced Computers* Advanced Topics in History* African American Studies* Global Studies* Art I* Art II* Debate* Drama* Introduction to Business* Music Appreciation* Physical Education II Psychology* SAT Preparation Senior Seminar Statistics* Sociology* Yearbook* Portfolio 	

*Denotes an elective course.

Instructional Approach

Data-Driven Instruction

Thurgood Marshall Academy teachers continued to use assessments to focus lesson planning in 2017-18.

The school's assessment program for 9th and 10th grade students uses Illuminate Education's Data And Assessment platform (Illuminate). Illuminate interim assessments, administered monthly, closely aligned with PARCC and SAT. The assessment system helped teachers and administrators assess students' proficiency levels for English and math. This provided teachers with more accurate data and allowed them to develop re-teaching plans and supports for the lowest performing students in upcoming units. After each interim assessment administration, half-day professional development days were scheduled to allow teachers to review and analyze student data.

During the summer 2017 Teacher Academy, teachers received extensive training on the Illuminate platform. 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 by specific subgroups of students. Teachers shared 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.

As students progress, their work shifts from foundational skills and structured assessments systems to college preparatory assessments. Eleventh and twelfth grade students do not participate in the school's formal interim assessment program; instead, 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 recognize 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.

Professional Development Program

The 2017-18 school year began with an intensive, two-week Teacher Academy. Thurgood Marshall Academy provides time for all teachers to collaborate in departments and grade levels for curriculum design and implementation.

In 2017-18, teachers focused during Teacher Academy on supporting students with special needs and trauma informed practices. Teachers learned routines and procedures that help establish a positive instructional culture. Such a culture, in turn, can reduce difficult behavior and distress among students and adults. The goal is to create a sense of community in which students feel committed to returning to school and exercising respectful behavior both inside and outside of the classroom.

Another focus of Teacher Academy and subsequent instruction was Work Instruction Inquiry Teams—assigned groups of teachers who collaborated across academic departments. Work Instruction Inquiry Teams provide an opportunity for staff to discuss school protocols, explore how teachers can better use data to drive instruction, share best practices, and predict student learning needs in upcoming units.

In addition, the Head of School and Associate Head of School continued to work individually with teachers throughout the 2017-18 school year to provide coaching in a collaborative manner. Additionally, department chairs and staff from each academic department participated in bi-monthly meetings as a way

to create foster collaboration and to create a cohesive unit exam strategy based on Common Core standards and PARCC.

I.B.2. PARENT-INVOLVEMENT EFFORTS

During the 2017-18 school year, 70.50% of parents attended an event at Thurgood Marshall Academy. Thurgood Marshall Academy works closely with parents and guardians to address the needs of each student.

School-Home Communications

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 participate 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.

The school'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 Parents of Warriors (POW) 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 Student Resources 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 2017-18, the Student Deans built relationships with parents via phone calls, mailings, and in-person meetings. In particular, deans met with families of any student with more than fifteen infractions or class failures at mid-year. These meetings provided parents with information on the specific resources Thurgood Marshall Academy offers students in every grade as well as grade-level promotion requirements.

College Access and Parental Engagement

For families with junior and senior students, the focus of grade-level workshops shifts to college. 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.

With the support of a Family Engagement grant from the Flamboyan Foundation, Thurgood Marshall Academy's College Counseling Office continued the school's series of family engagement activities in 2017-18 as an effort to increase parent involvement and participation in the college application process. The College Counseling team extended invitations to parents and guardians to accompany students on college tours and trips, as well as in-school learning workshops that highlighted financial planning for college readiness.

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.

The college counseling team also hosts a Sophomore/Junior Parent Night in November 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 whether 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 includes college application help days, scholarship application help events, the school's annual College Fair, the annual College Acceptance Ceremony, and the Senior/Parent event, an annual celebration of the accomplishments of the graduating class.

School-Wide Parent Workshops

Thurgood Marshall Academy's Parents of Warriors (POW) supported by designated school staff—holds meetings roughly quarterly and hosts a variety of social and informative events. In 2017-18, the POW meetings consisted of parent led activities. POW organized a calendar of diverse events, including a Parent Mixer, game night, and parent share outs.

A series of ten Parent Workshops helped parents and families gain a deeper understanding of Thurgood Marshall Academy's academic program, available resources, and events that take place at the school each year. They also offered an opportunity for families to interact with each other and faculty outside of academics. This list below provides a detailed outline of the workshops that took place during the 2017-18 school year.

1. *Parent Meeting (August 2017)*: In an effort to help families get more involved, Thurgood Marshall Academy hosted an interactive event that informed parents/guardians about the number of ways in which they can serve the school and their student throughout the school year. During the meeting, parents were introduced to Parent of Warriors (POW) and parent involvement activities.
2. *Senior Parent College Night (September 2017)*: Parents were invited to join their students and the college counseling team for a workshop that outlined the upcoming year and addressed questions and concerns about the college application process. Parents learned how they could be advocates in their students' post-secondary plans and what practices should be implemented earlier-on to ensure that students are on the right track for graduation and college acceptance.
3. *Parent Mixer: (October 2017)*: Parents were invited to Thurgood Marshall Academy for an opportunity to meet other parents in the school. This was an opportunity for parents to interact with other parents to find things they had in common.
4. *FAFSA Work Sessions (October 2017)*: Parents and students joined the college counseling team for its FAFSA Work Sessions, where parents learned more about completing an eligible FAFSA application and how their role in filing taxes impacts securing federal aid for their students' college education. This assistance helped 99% of seniors complete a FAFSA application in 2017-18.
5. *College Application Help Day (October 2017)*: As seniors moved toward the college application season, parents were invited to share in the experience and learn about ways to complete college applications. Students and their parents were provided with a checklist of items that they would need—in addition to the standard college application—that included transcripts, a personal statement, and other required documents.

6. *How to Help Your Student Survive Portfolio Workshop (November 2017)*: Portfolio, a year-long, cross-curricular program, is one of Thurgood Marshall Academy's signature programs and a graduation requirement for all students. The school dedicated a 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 helped parents understand the portfolio process better, and shared strategies that parents could use to assist students in the process of preparing Portfolio projects and presentations. For more details about Portfolio, please see section II.A.I (Achievement of Mission–Key Mission Related Programs).
7. *How to Help Your Warrior Get Back on Track (February 2018)*: Thurgood Marshall Academy dedicated this workshop to sharing how parents can help their students get back on track with their academics. The workshop covered organization tools, resources available at the school, Summer School information, and more. Parents had one-on-one sessions with TMA faculty to go in depth on their student's progress and what can be done to improve their academic standing.
8. *Family Game Night (March 2018)*: POW hosted Family Game Night which provided families, students, faculty, and staff a chance to have fun, collaborate, and build community.
9. *Parent Share Outs (April 2018)*: Parents and students were encouraged to share out what went well for them during the school year, what struggles they encountered, and what they would like to see during the next school. This dialogue took place over dinner during the last parent meeting.
10. *Spring Portfolio (June 2018)*: Thurgood Marshall Academy invited parents out to their students Portfolio Presentations. This allowed parents to see the end result of the Portfolio process by sitting as a member of the panel.

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 to 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 their community and the larger democratic society. Test scores and college acceptance rates demonstrate that the school's program and design achieve this mission, and details of key mission-related programs provide qualitative evidence of the school's mission-driven approach.

2018 PARCC Scores

As noted in Section II.A.2 (Achievement of Goals), Thurgood Marshall Academy students continue to exceed city averages on the district-wide assessments (PARCC). Many other indicators similarly show that Thurgood Marshall Academy continues to be one of the best high schools in the District of Columbia.

Early College Access Opportunities to Earn College Credit

Advance Placement and Dual-Enrollment opportunities expanded students' exposure to rigorous early college programming.

Thurgood Marshall Academy was listed in the America's Most Challenging High Schools (formerly the Challenge Index) published in *The Washington Post*, recognizing the school for fostering rigor among all students through 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.

Thurgood Marshall Academy also maintained a dual-enrollment partnership with the University of the District of Columbia CARE program that offered 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.

SAT Results

This year, 100% of seniors took the SAT exam. The school's average SAT score for the members of the Class of 2018 was 1006 (505 Math; 501 Evidence Based Reading & Writing). For purposes of comparison, Thurgood Marshall Academy's average score exceeded by 131 points the year 2017 (the most recent available) District of Columbia public high school average SAT score (446 Math; 429 Evidence Based Reading & Writing).

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 2018 were admitted to college. Of the graduates of the Class of 2017, 84% enrolled in a college or university within the past year. Thurgood Marshall Academy alumni enroll—and graduate—at rates higher than their peers nationwide. Among Thurgood Marshall Academy alumni, approximately 60% graduate from college within five years, a rate that not only exceeds the District of Columbia average, but is on par with the *national* average. The achievement is particularly noteworthy given that the area in which Thurgood Marshall Academy works has a college graduation rate far below the national average.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. The school achieves its mission through a rigorous, college-preparatory curriculum that provides intensive remediation coupled with standards-aligned, college-focused coursework. In tandem with its curriculum, Thurgood Marshall Academy provides focused, effective programs and policies that prepare students to apply to, be admitted to, pay for, and succeed in college. Furthermore, in-school and out-of-school programming available to all students focuses on strengthening extracurricular interests and involving students with their wider communities. Key components of the school's mission-focused approach, detailed below, include: the College Access Initiative, Alumni

¹ A number of institutions track college graduation rates and provide varying statistics: the national average is roughly 60%, the DC average is approximately 52%, and the Ward 8 average is roughly 14%.

program, 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 mission.

Members of the Class of 2018 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 Counseling team. The curriculum walks students through the process of completing college applications, drafting college and scholarship essays, 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 access and success. A series of college application and financial aid help sessions brought together students and families, staff, and community volunteers to help seniors gather documents and complete all necessary requirements for the college process.

College Counseling also provided opportunities for on-site admissions sessions by ten colleges and universities, including Bowie State University, Radford University, Lincoln University, North Carolina Wesleyan College, and Trinity Washington University. On-site admissions had a positive impact on the student body as a whole as peers across all grade levels shared in the excitement of the students' college acceptances.

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 100 different colleges and universities—including Goucher College, Elon University, and Northeastern University—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 2018 received scholarships totaling \$8.4 million. Students received full tuition scholarships to colleges, such as Spelman College and George Washington University. Students also received scholarships from private foundations, including Comcast Achievement Award Scholarship, The Economic Club of Washington DC, Korean American Grocers Association, The Bonner Scholars Program, and Washington Post Press Pass Mentors Scholarship. A total of 99% of graduating seniors received financial aid (including scholarships, grants, or loans) in 2017-18.

The College Counseling Department also extends preparation for college to Thurgood Marshall Academy's 11th grade and lower grade students. In 2017-18, juniors participated in a 3-day college trip to the University of Rochester, Oswego State University, Syracuse University, Utica College, Skidmore College, Union College, and The University at Albany (SUNY). Students attended free fly-in programs at colleges such as Bates College and Miami University of Oxford. Additionally, 98% 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 opportunities for freshmen to participate in programs at University of Maryland College Park and George Washington University. During the school's ninth annual College Fair, 11th grade students met with representatives from over 95 schools, including American University, Oberlin College, Pitzer College, Rice University, Claremont McKenna College, University of Chicago, and Wesleyan University. Moreover, since Thurgood Marshall Academy opens the fair to other high school students, the College Access Initiative's impact extends beyond the walls of the school.

Thurgood Marshall Academy also connects with non-profit organizations in the District. In 2017-18, for example, the DC College Success Foundation offered services to students through the Wards 7&8 Scholars Program college mentoring program. In 2017-18, Thurgood Marshall Academy continued implementation of a Family Engagement grant from the Flamboyant Foundation geared at providing the College Counseling Office with strategies and supports to engage families in the college application process. Via this partnership and the resources it provided, the College Counseling team extended invitations to parents and guardians to accompany students on college tours and offered in-school learning workshops on financial planning for college readiness. The programming was extended to all families in the junior class and intentional work is being planned for families in the grades 9 and 10.

Alumni Program

Thurgood Marshall Academy's College Counseling services impact over 600 young adults in the school's alumni network. The Alumni Program supports graduates by providing essential post-graduation aid in the form of transitional, 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 are planning to reengage into college or other post-secondary options.

The College & Alumni Counselor oversees Thurgood Marshall Academy's Alumni Emergency fund, which provides gap funding to alumni who are enrolled in college. The fund ensures that alumni, who are primarily from low-income households, are able to cover unexpected college-related expenses, such as books, travel, and housing deposits. In 2017-18, the Alumni Fund distributed more than \$5,000 for such expenses, contributing to continued college persistence and graduation rates among Thurgood Marshall Academy graduates. The Alumni Program and College Associate also organized special events, including alumni panels, and alumni visits to ten colleges and universities throughout the country.

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 that reflect the service ethic in Thurgood Marshall Academy's mission statement.

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.

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 2017-18, students were required to include one law-related project in their Portfolio and, during the Portfolio presentation itself, to demonstrate how they incorporated the legal skills into their class work. All students participated in at least one of the law-related programs, which are detailed below, either in-class or after school.

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. Sophomores completed a mock trial that focused on the Limber Hospital case. In DC History & Policy they studied local DC Council legislation and the impact

of federal policies on the District. 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 participated in either an issues-to-action project or wrote letters to advocate for women's rights. 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 2017-18 school year, these included trips to a Supreme Court case hearing, the Offices of Attorney General Karl A. Racine, and the Smithsonian Museum of African American History and Culture. In addition, students participated in a Peace Walk sponsored by the Washington Global Public Charter School and presented at the Pulitzer Center's Beyond War Conference. In the 2017-18 school year, the Social Studies Department coordinated 18 trips, all of which gave students across all grade levels exposure to the world of law and challenged them to apply legal skills both inside and outside of the classroom.

Peer Court & Restorative Justice

Peer Court epitomizes Thurgood Marshall Academy's integration of its legal theme with its mission to foster both intellectual and civic engagement. Peer Court is a full year course in which students learn about laws related to behavior in schools (e.g. protected speech, search and seizure, suspension and expulsion, etc.) and alternative discipline practices.

Students enrolled in the course also serve as a court for peers involved in disciplinary infractions. The court meets to allow student peers to hear some discipline matters and assign restorative consequences as alternatives to suspension and expulsion. The class works in coordination with the Office of Student Affairs to assign and monitor consequences.

Peer Court forms a part of Thurgood Marshall Academy's implementation of restorative justice practices, an educational and civics approach that seeks to replace, whenever possible, suspension or expulsion with reflection and consequences that reintegrate students into the school community. Restorative justice in turn is a component in the school's response to often complex behavioral deficits faced by students. Other facets, including community conferencing, bring teachers and students together to talk about difference and appreciate the context for those differences, and bring to bear school resources, including intensive and focused mental health and social-work services.

Overall, the approach aims to educate students facing behavioral barriers in how to learn, and to do so in a way that minimizes learning loss and enhances communication among students and school staff. The approach shows promises in reducing suspensions, expulsions, and disciplinary issues.

Law Day

Law Days provide Thurgood Marshall Academy 9th graders their first formal exposure to the world of law. In 2017-18, Latham & Watkins LLP, Foley Lardner LLP, and Hogan Lovells US 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. During Law Day, volunteer attorneys lead workshops on topics, such as advocacy, discrimination,

individual rights, negotiation and civil trials. Participating in Law Day workshops helps students develop analytical thinking and public speaking skills, while supporting an appreciation for democratic values. Over 70 attorneys, legal professionals, and law students participated in Law Days in 2017-18.

Howard Law Academy

Thurgood Marshall Academy and Howard University School of Law partnered together in 2017-18 to provide half-day programming created to encourage tenth grade students to see how law is present in their everyday lives. Twice each semester, students travel to Howard University's School of Law campus to engage in programming taught by law students and professors. In addition to teaching civic engagement, the program helps interested students understand the requirements and steps needed to transition from an undergraduate institution to a job at a law firm.

Law Firm Tutoring

Thurgood Marshall Academy's distinctive Law Firm Tutoring program acquaints students with both a professional work environment and with 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 2017-18, 100% of 11th graders participated in the weekly program. Law Firm Tutoring also included several college-related projects, such as SAT/PSAT writing, scholarship searches, college research, personal statement writing and resume writing.

In 2017-18, Thurgood Marshall Academy partnered with the following firms for Law Firm Tutoring:

- Crowell & Moring LLP
- Jenner & Block LLP
- King & Spalding LLP
- Vinson & Elkins LLP
- Williams & Connolly LLP

Civic Engagement

In 2017-18, the school served as a catalyst for civic engagement when the school community became enmeshed in national events. In September 2017, while walking home from a college-prep youth group, Thurgood Marshall Academy senior Zaire Kelly was killed by an assailant armed with a handgun. In January 2018, we lost a second student, Parris Brown, to gun violence. Zaire's family, including his twin brother and fellow Thurgood Marshall Academy senior Zion Kelly, began working to change DC policies to promote more safety for youth traveling to and from educational programs. Students, galvanized by the experience of losing two friends, also began planning advocacy activities through Mikva Challenge to highlight the impact of this violence. A half-year later, the student activist survivors of the shooting at Marjory Stoneman Douglas High School in Parkland, Florida, reached out to Thurgood Marshall Academy, ultimately including Zion as a speaker at the March 24, 2018, March For Our Lives on the National Mall and holding meetings among students and parents from both schools on campus. As a school organized around a civic mission, Thurgood Marshall Academy was honored to serve as a venue and resource for DC and Parkland families, recognizing also that the true mark of success is that the students, parents, and faculty used tools the school provided, in coordination with other community stakeholders, to build an independent response to gun violence.

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. 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 2017-18, Thurgood Marshall Academy students continued to develop interpersonal, public speaking, and academic skills through the Portfolio Assessment Program. 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 measurable 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 mission to equip students with the skills they need to advocate for themselves and their communities. Portfolio goals, projects, and presentations become increasingly complex each academic year as students' skills become more sophisticated and their interests more varied.

After-School Enrichment Program

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.

Following are descriptions of the key enrichment programs that Thurgood Marshall Academy offered students in 2017-18:

After school “Homework Help” Tutoring

In 2017-18, approximately 85% 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, as well as access to online resources during computer lab sessions. In 2015-16, the Programs Department piloted a student leadership initiative in which student volunteers managed day-to-day logistics—including check-in and the distribution of snacks. This student leadership initiative was a success, and the Programs Department continued the initiative in 2017-18. The initiative increased student ownership of the program and created a cohort of student leaders among the upper classes whose behavior and commitment to after-school programs offered role models for younger peers. As in years past, Homework Help drew tutors from Thurgood Marshall Academy teachers. With faculty advisors providing a connection to the school day, and the addition of healthy snacks for participants, the program has risen in popularity in recent years. The program averaged 40 students per day. The Programs Department continued to work with teachers, Deans social workers to target students who were underperforming and strongly encouraged those who were on Academic Probation to attend these tutoring sessions.

Athletics

At Thurgood Marshall Academy, athletics promote student character development by stressing values of participation, ethical competition, and teamwork. In 2017-2018, Thurgood Marshall Academy offered co-ed flag football, girls volleyball, boys and girls basketball, cheerleading, rowing, and co-ed 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 2.0 GPA or higher. To ensure that student-athletes' academic performance remained a primary focus, during 2017-18 one staff member's duties included serving as a Study Hall Monitor, helping to track student grades, arranging tutoring sessions, and working with teachers to improve academic performance.

Clubs

Thurgood Marshall Academy's clubs encourage students' personal development, provide opportunities to build leadership skills, and connect students with their communities. During 2017-18, Thurgood Marshall Academy offered 19 clubs for students. Among the clubs available to students were Anime, Drama, Green Club, and Smithsonian Youth Advisory Council. The Programs Department launched several new clubs this year, including Faces of the Future and Student Ambassadors.

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

The Green Club allowed students to plant and harvest year-round. For the entire year, students ran a weekly community farmer's market selling produce. Additionally, throughout the year, students tried new recipes with the school's Garden Coordinator.

The Connections Club provides a safe space for LGBTQ students and their allies.

The Chess Club was among the most popular clubs that allowed students and staff to learn the game, develop logical thinking, and improve concentration.

Finally, in the 2017-18 school year, Thurgood Marshall Academy launched Faces of the Future. Faces of the Future connected students with art events (e.g., museums and performances) and fostered student expression through visual and performing arts.

Job Shadow Day

An annual Job Shadow Day allowed 10th–12th grade students to spend the day in a professional environment that corresponds to their academic or professional interests. The Programs Department paired students with volunteers at a variety of workplaces, such as Radio One DC, Heat Da Spot, and Medstar National Rehabilitation Hospital. Students had the opportunity to interview several professionals at their workplace throughout the day in order to learn about their path to the career.

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.

Each year, Thurgood Marshall Academy dedicates “Days of Service” to inspire students to realize that they can make meaningful contributions to their communities. Eleventh and twelfth graders undertook service days during April while other students took the PARCC. Eighty-four students spent the 2018 Day of Service volunteering at a number of organizations, including National Park Service and the Prince Georges County, Maryland, Parks Department. Lastly, the Programs Department partnered with organizations dedicated to community service efforts, such as SOLIDS, Boys & Girls Club, Kidpower, Project Rise and Casa Ruby.

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 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 a college preparatory high school. Computer classes and cultural and athletic enrichment activities further broaden the experiences and skills of incoming students. In addition, to encourage parental involvement, Summer Prep holds workshops for parents on supporting their child’s education and beginning to prepare for college.

II.A.2. ACHIEVEMENT OF GOALS IN CHARTER

Thurgood Marshall Academy’s charter incorporates goals by which the school measures its performance. Each section below provides analysis and evidence of the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter, including but not limited to grade-10 PARCC performance.

Goal 1: Student Achievement-Math

In four of five years, for each five-year window for the next fifteen-year cycle, each campus will meet both of the following targets in mathematics.

The percent of students earning a level 4 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 4 or above.

The percent of students earning a level 3 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 3 or above.

This goal is measured based on student performance on the PARCC math standardized test.

In Geometry, 16% of Thurgood Marshall Academy tenth graders earned Level 4 and 49% of tenth graders earned a Level 3 or higher, outperforming the city-wide averages of 10.4% (at or above Level 4) and 32.8% (at or above Level 3).²

The school successfully met this goal.

² <https://osse.dc.gov/page/2017-18-parcc-results-and-resources>

Goal 2: Student Achievement- English Language Arts

In four of five years, for each five-year window for the next fifteen-year cycle, each campus will meet both of the following targets in English Language Arts (ELA).

The percent of students earning a level 4 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 4 or above.

The percent of students earning a level 3 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 3 or above.

This goal is measured based on student performance on the PARCC ELA standardized test.

In ELA, 41% of Thurgood Marshall Academy tenth graders earned Level 4 or higher and 64% of students earned a Level 3 or higher, outperforming the city-wide averages of 29.3% (at or above Level 4) and 46.7% (at or above Level 3).³

The school successfully met this goal.

Goal 3: Student Growth

The average student growth on the state student growth measures at Thurgood Marshall Academy PCS in English will exceed the state average on the state student growth measure for high schools. Growth shall be measured from 8th grade to high school using state mandated summative assessments.

The average student growth on the state student growth measure at Thurgood Marshall Academy PCS in mathematics will exceed the state average on the state student growth measure for high schools. Growth shall be measured from 8th grade to high school using state mandated summative assessments.

At the time of publication, the school was not provided with a growth calculation for the 2018 PARCC administration. Per the school's charter agreement, the data was not available and the goal was not measured.

Goal 4: Graduation

The school's 4-year Adjusted Cohort Graduation rate will exceed the state 4-year Adjusted Cohort Graduation rate.

The school's 5-year Adjusted Cohort Graduation rate will exceed the state 5-year Adjusted Cohort Graduation rate.

The school's projected 2017 4-year Adjusted Cohort Graduation rate is 80.0%. The projected 5-year rate is 87.7%.⁴ No information is yet available for the state average, but given historical data, Thurgood Marshall Academy expects it will outperform the state average.

Last year, final graduation data was not publically available at the time of publication of our Annual Report. The school's 2016 4-year Adjusted Cohort Graduation Rate of 81.8% outperformed the District

³ <https://osse.dc.gov/page/2017-18-parcc-results-and-resources>

⁴ Verified rate will be available once 2018 PMF is published.

average of 69.2%. The schools 2016 5-year Adjusted Cohort Graduation rate was reported as 87%⁵ significantly outperforming the District average of 74.2%.⁶

Based on data available at the time of publication, the school projects it will meet this goal for 2017 and are now able to verify meeting the goal for 2016.

Goal 5: College

90% of graduates are accepted to a college each year, following the business rules in the latest Performance Management Framework Policy and Technical Guide for the High School PMF each year.

100% of the students in the class of 2018 were accepted to a two or four-year college.⁷ For greater detail on Thurgood Marshall Academy's college-related programs and achievements, please see sections II.A.1 (Achievement of Mission) and II.B (Unique Accomplishments).

The school successfully met this goal.

Goal 6: Alumni

80% of alumni will enroll in college within one-year of graduating from high school as reported by the National Student Clearinghouse and supplemented through follow-up surveys administered to students and information received by the school for the administration of its Alumni Fund.

For the Class of 2017, 84% of graduates enrolled in college within one year of graduation. The school will continue to support all alumni in reaching college regardless of when they enroll. For greater detail on Thurgood Marshall Academy's college-related programs and achievements, please see please see sections II.A.1 (Achievement of Mission) and II.B (Unique Accomplishments).

The school met this goal for the Class of 2017.

Goal 7: Law

85% of students will participate in a law-related activity outside of the classroom each year. Activities will include, but are not limited to: law day, law firm tutoring, law courses, including Government, field trips and participation in law-themed events. The goal will be tracked through attendance used for reporting to third-party funders, enrollment documents, field trip attendance and sign-in sheets from law-themed events.

In 2017-2018, 95% of students participated in Thurgood Marshall Academy's law day, law firm tutoring, and law-themed events and courses this year. Participants in each of the law-themed courses were required to attend outside events and field trips including: trips to the Supreme Court; demonstration "peer court" lessons with the DC Office of the Attorney General's; providing testimony before the D.C. Council; and participating in the Soapbox Challenge sponsored by the Mikva Challenge.

The school successfully met this goal.

⁵ http://www.dcpceb.org/sites/default/files/2017-11-8%20PMF%20Score%20Card%20SY16-17%20Thurgood%20Marshall%20Academy%20PCS_HS_2017.pdf

⁶ https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017_Equity_Report_Public%20Charter%20School_Thurgood%20Marshall%20Academy%20PCS.pdf

⁷ Verified rate will be available once 2018 PMF is published.

Goal 8: Attendance

The school's annual in-seat attendance rate will exceed the state average for high school students.

In 2017 (the last year for which data is publicly available), the school had an in-seat attendance rate of 92.3% compared to a city-wide average of 82.6%.⁸ The data for 2018 is not yet public, but the projected attendance rate is 91.9% which is expected to exceed the state average.

Based on publicly available data at the time of publication, the school met the goal.

II.B. UNIQUE ACCOMPLISHMENTS

In 2017-18, 100% of the graduates from the Class of 2018 were accepted to a 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 selective college-preparatory summer programs, participated in innovative, cross-curricular arts projects, and experienced success in athletic completion. As detailed below, 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.

Student Achievements

Student Are Prepared to Succeed in College and Beyond

- A Thurgood Marshall Academy student was awarded the Stephen J. Trachtenberg Scholarship by The George Washington University. This highly-selective scholarship covers the full cost of attendance as well as a stipend for a student's undergraduate career. This is the sixth Thurgood Marshall Academy student chosen as a Stephen J. Trachtenberg scholarship recipient.
- A Thurgood Marshall Academy student received the 2018 DC State Athletic Association "Director's Choice" United Bank Academic scholarship.
- Three Thurgood Marshall Academy students received a scholarship from the Korean American Grocers Association (KAGRO).
- Thurgood Marshall Academy's Garden Club won "Best School Garden" of the year award for the second year in a row from Growing Healthy Schools.

Students Actively Engaged in Our Democratic Society

- Twenty Thurgood Marshall Academy students participated in the Global Issues Network Conference, a student led conference that focused on international issues. This year's theme was "A Mission Starts with You."
- Two Thurgood Marshall Academy students spoke on a panel about issues impacting the youth of Ward 8 at the annual DC Ward 8 Democrats meeting. They spoke about education, violence, gender inequality, and how to keep students engaged in politics.
- Five Thurgood Marshall Academy students participated in a 3-day student led Civil Rights Conference. At the Washington D.C. Youth Civil Rights Conference, students engaged in presentations ranging from Women's Rights to Voting Rights.

⁸ <http://www.learnDC.org/schoolprofiles/view?s=0191#reportcard>

- Thurgood Marshall Academy senior Zion Kelly served as the sole speaker from the District of Columbia at the March For Our Lives rally calling for action to end gun violence.
- Through Mikva Challenge DC, Thurgood Marshall Academy AP Government students visited the Supreme Court to hear a case and met with Justice Kagan.
- Thurgood Marshall Academy hosted the Interschool Seminar. The event, now in its second year, brings DC public, private, and charter high school students together to voice their opinions on issues important to them. TMA students, along with students from Ballou, SEED, Georgetown Day, Sidwell Friends, Burke, and St. Johns, led discussions on current events and social issues.
- Four Thurgood Marshall Academy students worked with David Rochkind of Ground Media to produce a video to amplify their voice and message around gun violence prevention.
- Thurgood Marshall Academy AP Government students met with Offices of Attorney General Karl A. Racine. Students reenacted a peer court deliberation of a student altercation.
- Two Thurgood Marshall Academy students spoke at the Pulitzer Center Beyond War Conference about the role youth play in bringing peace to communities and the channels created by youth to address violence.
- Thurgood Marshall Academy students participated in a Peace Walk organized by Washington Global Middle School. The goal of the walk was to demonstrate peace throughout the city.
- Seventeen Thurgood Marshall Academy seniors listened and learned from the experiences of five of the living members of the Little Rock 9. Students participated in a question-and-answer segment, where they asked about overcoming and teaching others about mental slavery and stereotypes.
- One Thurgood Marshall Academy student testified on the importance of financial literacy for youth during a public hearing with the District of Columbia State Board of Education.

College Acceptance

Every member of Thurgood Marshall Academy’s graduating classes since 2005 has been accepted to at least one two-year or four-year college or university, and nearly every graduate received some form of financial assistance to defray the cost of higher education. Thurgood Marshall Academy students have been accepted by highly selective colleges and universities, such as Yale University, Stanford University, Morehouse College, New York University, Spelman College, Georgetown University, and University of Virginia. Thurgood Marshall Academy students have also been the recipients of prestigious scholarships, such as the Gates Millennium Scholarship, Economic Club of Washington, DC Scholarship, POSSE Foundation Scholarship, Bonner Scholars Program, and Milliken Scholarship. Annually, students earn over \$6 million in scholarship aid to support financing their college education.

Thurgood Marshall Academy’s Class of 2018 graduates were accepted to the following schools:

- | | |
|---|-----------------------------------|
| ● Academy of Art University | ● Antelope Valley College |
| ● The American Musical and Dramatic Academy | ● Arcadia University |
| ● Agnes Scott College | ● Arizona State University |
| ● Albany State University | ● Art Institute of Charlotte |
| ● Alabama A&M University | ● Art Institute of New York City |
| ● Albright College | ● Art Institute of Philadelphia |
| ● Allegany College of Maryland | ● Art Institute of Pittsburgh |
| ● Allegheny College-Pennsylvania | ● Art Institute of Washington |
| ● Alvernia University | ● Baldwin Wallace University |
| ● American University | ● Baltimore International College |
| | ● Barnard College |

- Barry University
- Bates College
- Becker College
- Benedict College
- Bennett College
- Bethune-Cookman University
- Berkeley College
- Boston University
- Bowie State University
- Bryant University
- Bryn Mawr College
- Capitol Tech University
- Carnegie Mellon University
- Catawba College
- The Catholic University of America
- Cedar Crest College
- Central Pennsylvania College
- Central State University
- Champlain College
- Chapman University
- Cheyney University
- Christopher Newport University
- Claflin University
- Clarion University
- Clark Atlanta University
- Clark University
- Clayton State University
- Clemson University
- Cleveland State University
- College of the Holy Cross
- College of William and Mary
- Colorado State University
- Columbia College Chicago
- Concord University
- Converse College
- Coppin State University
- Cornell College
- CUNY York College
- Daemen College
- Davidson College
- Dean College
- Delaware State University
- Denison University
- DePaul University
- Drexel University
- Dillard University
- East Carolina University
- Elizabeth City State University
- Elmira College
- Elon University
- Emerson College
- Emmanuel College
- Emory University
- Eugene Lang College: The New School for Liberal Arts
- Farleigh Dickinson University
- Fairmont State University
- Fayetteville State University
- Ferrum College
- Fisk University
- Florida A&M University
- Florida Southern College
- Fort Valley State University
- Franklin Pierce University
- Gannon University
- Garrett College
- George Mason University
- The George Washington University
- Georgetown University
- Georgia State University
- Glenville State University
- Goucher College
- Guilford College
- Hampden-Sydney College
- Hampton University
- Hanover College
- Harrisburg University of Science and Technology
- Hawaii Pacific University
- Hofstra University
- Howard University
- Hult International Business School
- Immaculata University
- Ithaca College
- Johnson & Wales University
- Johnson C. Smith University
- Kean University
- Kent State University
- King's College
- Lafayette College
- Lake Erie College
- Langston University
- LaSalle University
- Lehigh Carbon Community College
- LeMoyne College
- Lebanon Valley College
- LIM College
- Lincoln University
- Livingstone College
- Long Island University
- Longwood University
- Louisburg College

- Louisiana State University
- Loyola University Maryland
- Lycoming College
- Manhattan College
- Manhattanville College
- Marshall University
- Mars Hill College
- Mary Baldwin University
- Maryland Institute College of Art
- Marymount University
- McDaniel College
- Medaille College
- Mercyhurst College
- Merrimack College
- Miami University-Oxford
- Montgomery College
- Morehouse College
- Morgan State University
- Morris College
- Mountwest Community and Technical College
- Mount Holyoke College
- Mount St. Mary's University
- The New School
- New York Institute of Technology
- New York University
- Norfolk State University
- North Carolina A&T State University
- North Carolina Central University
- North Carolina Wesleyan College
- Northeast Community College
- Northern Virginia Community College
- Notre Dame of Maryland University
- Ohio University
- Ohio Wesleyan University
- Old Dominion University
- Park Point University
- Parsons School of Design
- Pace University
- Paul Quinn College
- Paul Smith's College
- Pennsylvania College of Technology
- Pennsylvania State University-Altoona
- Pennsylvania State University-Hazleton
- Pennsylvania State University-Mont Alto
- Pennsylvania State University-University Park
- Pepperdine University
- Philander Smith College
- Pierpont Community & Technical College-Fairmont State
- Post University
- Potomac State College
- Prince George's Community College
- Queens University of Charlotte
- Quinnipiac University
- Radford College
- Randolph-Macon College
- Rutgers University-Camden
- Rutgers University-Newark
- Saint Leo University
- Sarah Lawrence College
- Savannah State College
- St. Augustine's College
- St. John's College
- St. John's University
- St. Lawrence University
- St. Mary's University of Minnesota
- St. Paul's College
- St. Peter's College
- St. Rose College
- Seton Hall University
- Shaw University
- Shepherd University
- Simmons College
- Slippery Rock University
- Smith College
- South Carolina State University
- Spelman College
- Stevenson University
- Stony Brook University
- SUNY-Albany
- SUNY-Buffalo
- SUNY-Cortland
- SUNY-Delhi
- SUNY-Oswego
- Susquehanna University
- Swarthmore College
- Syracuse University
- Temple University
- Tennessee State University
- Texas Christian University
- Trinity Washington University
- Towson University
- Tuskegee University
- Union College
- Unity College
- University of Arizona
- The University of the Arts
- University of Bridgeport
- University of California Los Angeles
- University of Cincinnati

- University of Colorado at Denver
- University of Connecticut
- University of the District of Columbia
- University of Delaware
- University of Georgia
- University of Hartford
- University of Maryland-Baltimore County
- University of Maryland-College Park
- University of Maryland-Eastern Shore
- University of Miami
- University of Michigan
- University of Mississippi
- University of Missouri-Columbia
- University of New England
- University of New Hampshire
- University of New Haven
- University of North Carolina-Chapel Hill
- University of North Carolina-Charlotte
- University of North Carolina-Greensboro
- University of North Carolina-Pembroke
- University of Oklahoma
- University of Oregon
- University of Pittsburgh at Greensburg
- University of Redlands
- University of Rochester
- University of San Diego
- University of Texas-Austin
- University of Texas–El Paso
- University of Toledo
- University of Virgin Islands
- University of Vermont
- University of Virginia
- University of West Georgia
- University of Wisconsin-Madison
- University of Wisconsin-Stevens Point
- Villa Julie College
- Virginia Commonwealth University
- Virginia State University
- Virginia Union University
- Virginia University of Lynchburg
- Virginia Wesleyan College
- Voorhees College
- Wake Forrest University
- Washington and Jefferson College
- Wentworth Military Academy and College
- Wesley College
- Wesleyan University
- Westminster College
- West Liberty University
- West Virginia State University
- West Virginia University
- West Virginia Wesleyan College
- Widener University
- Wilmington University
- Winston-Salem State University
- Wright State University
- Xavier University-Louisiana
- York College of Pennsylvania

Special Guests & Visitors

A number of distinguished speakers and special guests visited Thurgood Marshall Academy throughout the 2017-18 school year.

- In January 2018, Global Studies class met journalists with the “Everyday Africa” project through a continued relationship with the Pulitzer Center. Students examined the power of photography to breakdown misconceptions. The journalists helped students learn how to capture images that tell a story.
- In February 2018, Joshua Bell, an anthropologist Curator with the National Museum of Natural History, talked to science and math students about “Unseen Connections: The Global Connections Of Your Cellphones.” This presentation was part of the USA Science & Engineering Festival’s “Nifty Fifty Program.”
- In March 2018, the Social Studies Department hosted a number of visitors in connection with the school’s US Government class Issues to Actions project. US Government as a class focused on two issues—gun violence and safety in our community. Students participated in a panel moderated by David Bowers from No Murders DC, with experts from the Office of the Mayor, Urban Alliance and DC Council.
- In April 2018, Professor Saez from American University Washington College of Law's Center for Human Rights and Humanitarian Law visited Thurgood Marshall Academy. Professor Saez led a

discussion with students on the development of international human rights litigation by focusing on the work of the Inter-American Commission on Human Rights and the Inter-American Court of Human Rights.

Faculty Presentations and Accomplishments

A few examples of public recognition and participation by Thurgood Marshall Academy's faculty and staff showcase the qualification and dedication of the school's employees:

- Thurgood Marshall Academy Social Studies teacher, Karen Lee, was nominated for OSSE's DC Teacher of the Year award.
- Thurgood Marshall Academy Director of College and Alumni Programs Sanjay Mitchell was named the Potomac and Chesapeake Association for College Admission Counseling (PCACAC) 2018 Counselor of the Year.
- Thurgood Marshall Academy Science Teacher/Coach Samantha Koonce was inducted into the Delaware State University Hall of Fame.
- Director of Athletics and Physical Education Michele Thompson was recognized by National Interscholastic Athletic Administrators Association (NIAAA) as a Certified Athletic Administrator.

Media

Media recognition Thurgood Marshall Academy's work during the 2017-18 school year that included the following:

- *U.S. News and World Report* ranked Thurgood Marshall Academy as the 2nd highest performing non-magnet school in DC in its Best High Schools list. Thurgood Marshall Academy was one of only eight DC schools recognized by inclusion in the national list of Best High Schools.
- *The Washington Post* highlighted one of the school's students' efforts to organize a mural that memorializes D.C. youth victims of gun violence.
- *WJLA* featured Thurgood Marshall Academy, along with students from Marjory Stoneman Douglas High School, on the #NeverAgain rally against gun violence held at the school.
- *WAMU* highlighted Thurgood Marshall Academy as one of the schools trying new ways to address discipline as an alternative to suspension through its Peer Court class.
- *The Kojo Nnamdi Show* on WAMU featured Thurgood Marshall Academy students in an episode addressing how trauma and gun violence affects young people.
- *WJLA* spotlighted a Thurgood Marshall Academy student who received a Gates Foundation grant to help cover costs for college.

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 it has developed throughout the District of Columbia. Thurgood Marshall Academy has developed particularly strong relationships with several District law firms that offer significant monetary and in-kind donations, as well as dozens of volunteers who work directly with students. In general, as highlighted below indicate, the school maintains a network of over 55 partner organizations and more than 275 individual volunteers.

II.C. LIST OF DONORS

Thurgood Marshall Academy raises roughly \$5,000 per student more than it receives in guaranteed local public funding; it does so 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 can sustain and grow these wrap-around services. Below is a list of the donors and grantors who have contributed monetary donations having a value equal or exceeding \$500 during the year reported.

- A&T LLC
- Ampersand Education
- Jeanne S. Archibald
- Kevin and Stacey Baker
- Lauren E. Baum
- Danielle Bierzynski
- Dorothy Brown
- Building Hope...A Charter School Facilities Fund
- Carr Properties
- The Annie E. Casey Foundation
- Crowell & Moring LLP
- Crowell & Moring Foundation
- Jerome and Jayme Epstein
- Michele Farquahar
- Flamboyant Foundation Inc.
- Foley & Lardner LLP
- Forrester Construction Company
- Tracy Foster
- Michael and Marilyn Glosserman
- Graham Holdings Company
- C. Boyden Gray
- The Hannon Group
- Mark and Stephanie Harrison
- Jocelyn Henderson and Bernard Marchive
- Russell Hillsberry
- Hogan Lovells US LLP
- Allison Holt
- Jack Kent Cooke Foundation
- Jenner & Block LLP
- J. Andrew Keyes
- King & Spalding LLP
- The Andrew and Julie Klingenstein Family Fund
- Latham & Watkins LLP
- Valerie Lee
- Roger and Eleanor Roberts Lewis
- Peri Mahaley
- Marks Paneth LLP
- Michael and Hannah Mazer
- The Meltzer Group
- Thomas Merrill
- Miller & Chevalier Charitable Foundation
- Stephen Milliken
- Morgan Lewis & Bockius LLP
- The Motley Fool
- Scott and Karen Nudelman
- Office of the State Superintendent of Education (DC OSSE)
- Mary Panetta
- Alexandra Pardo
- PMM Companies
- Richard Pohlman & Ingrid Andersson
- Will Potterveld & Kristina Andersson
- Kathy Raffa
- Linda Rohrbach
- Peter A. Rohrbach Charitable Fund
- Andrew and Jenny Rosenberg
- Brian Roth
- Lorin and Nancy Rydstrom
- The Schlossman Families
- Paul Seligman
- Kannon and Victoria Shanmugam
- Jessica Sher
- Sher Girls Philanthropic Fund
- Jonathan Stoel and Emily Lindow
- The TenSquare Group
- United Way of the National Capital Area
- Richard & Beverly Van Duyne
- Robert Van Kirk
- Vinson & Elkins LLP
- Elizabeth Waters
- Allen Waxman
- Bea and Anthony Welters
- 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 students 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, \$8.4 million in scholarships in 2017-18, high college enrollment among members of the Class of 2018, and an overall alumni college five-year graduation rate of roughly 60% (exceeding the DC and on par with the national average). 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 55 partnering organizations and 275 volunteers—including numerous representatives of 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

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Thurgood Marshall Academy PCS
PCSB	Campus Name: Thurgood Marshall Academy PCS
PCSB	Grades served: 9 – 12
PCSB	Overall Audited Enrollment: 383

Enrollment by grade level according to OSSE’s Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	136	93	85	69	0	0	0

**Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.*

Student Data Points

School	Total number of instructional days: 176⁹ <i>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.</i>
PCSB	Suspension Rate: 21.9% <i>(Number of students with out of school suspension and in the school’s 2017 audit divided by number of students in the Oct. 2017 audit) multiplied by 100</i>
PCSB	Expulsion Rate: 0.00% <i>(Number of students expelled and in the school’s 2017 audit divided by number of students in the Oct. 2017 audit) multiplied by 100</i>
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.57% <i>(sum of all suspension days for all students due to out of school suspensions divided by sum of enrollment days for all students for the SY 2017 – 18 school year) multiplied by 100</i>
PCSB	In-Seat Attendance: 92.0% <i>(sum of all days for which students were present for 80% of the day divided by sum of enrollment days for all students for the SY 2017 – 18 school year) multiplied by 100</i>

⁹ The school had less than 180 days due to school cancellations. Per email dated March 13, 2018, school officials advised Ms. Rashida Young, Senior Manager, Equity and Fidelity Team at DC PCSB, of the cancellations and were told no make-up days were necessary because the school exceeded the minimum number of instructional hours (1080) due to longer school days throughout the year.

PCSB	<p>Average Daily Attendance: 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 action necessary.)</p>
PCSB	<p>Midyear Withdrawals: 7.3% (28 students)*</p> $\frac{\text{number of students in the Oct. 2017 audit count who are not on the school's roster through May 31, 2018}}{\text{number of students enrolled as of Oct 2017 audit}} \times 100$ <p>NOTE: OSSE may adjust the business rules for Midyear Withdrawals as part of its development of the ESSA Report Card. If this occurs, DC PCSB may align with OSSE business rules for the purposes of the Annual Report Data Report.</p>
PCSB	<p>Midyear Entries: 0.5% (2 students)*</p> $\frac{\text{number of students who enroll after Oct. 2017 audit and remained enrolled through May 31, 2018}}{\text{number of students enrolled as of Oct. 2017 audit}} \times 100$ <p>NOTE: OSSE may adjust the business rules for Midyear Entries as part of its development of the ESSA Report Card. If this occurs, DC PCSB may align with OSSE business rules for the purposes of the Annual Report Data Report.</p>
PCSB	<p>Promotion Rate: 90.6% <i>(number of students who advanced ≥ 1 grade level in the LEA based on the grade level in the Oct. 2016 and Oct. 2017 audited enrollment files divided by number of returning students enrolled as of Oct. 2017 audit) multiplied by 100</i></p>
PCSB (SY16-17)	<p>College Acceptance Rates: 100.0% <i>(number of grade 12 students accepted to a full time college or university divided by number of grade 12 students) multiplied by 100</i></p>
PCSB (SY16-17)	<p>College Admission Test Scores: 82.6% <i>(number of grade 12 students scoring at least 800 in SAT or 16 or higher in ACT divided by number of grade 12 students) multiplied by 100</i></p>
PCSB (SY16-17)	<p>Graduation Rates: 80.0% <i>(number of students in cohort who graduated by June or August 2017 with a standard diploma divided by number of first-time grade 9 students in fall 2013 plus transfers in less transfers out less emigrants less students who pass away) multiplied by 100</i></p>

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validate rates that OSS will provide in their Report Card my use different business rules.

APPENDICES

FACULTY AND STAFF ROSTER 2017-18

Faculty & Staff List with Responsibilities

Name	Responsibilities
Oghenekome Aganga-Williams	English Teacher
Tara Allen	Math Teacher
Kena Allison	Science Teacher
Zabrina Ames	Project Associate
Lena Barker	Librarian
Losa Berhane	Programs Associate
Joshua Biederman	Social Studies Teacher
Shannon Bockmiller	Science Teacher
Nicholas Brown	Math Teacher
Treion Brown	Student Affairs Associate
Stephanie Brown-Blackman	Student Dean
Kevin Bruno	Alumni Program and College Associate
Monica Burruss	Special Education Teacher
Deontae Cameron	Special Education Teacher
Christina Camps	Math Teacher
Shawanna Crosby	Student Affairs Associate
Erica Culbreath	Technology Teacher
Roberto De Carvalho	Art Teacher
Linsey Donovan	Special Education Coordinator
Brittiny Dorsey	Special Education Teacher
Liza Enrich	Science Teacher
Lontisha Farmer	Social Studies Teacher
Emily Gaertner	English Teacher
Aaron Hall	Operations Associate Athletics Coordinator
Keisha Hutchinson	Quality Assurance Manager
Jalicia Jefferson	Special Education Teacher
Byron Johnson	Student Dean
Nadly Julien	Admissions Coordinator
Samantha Koonce	Science Teacher
Katie Larson	Academics Associate
Karen Lee	Social Studies Teacher
Evan Lloyd	English Teacher
Annie Luttrell	Social Studies Teacher
Keisha Lyons	English Teacher
Jeffrey Marks	Special Education Teacher
Jordan Marshall	Programs Associate
Malika Mays	Associate Head of School

Name	Responsibilities
George McCullough	Math Teacher
Alison McMonagle	English Teacher
Sanjay Mitchell	Director of College and Alumni Programming
Brian Moore	Physical Education Health Teacher
Nora Moore	Assistant Director of Operations
Stephanie Nembhard	Spanish Teacher
Faith Oviedo	Grants and Compliance Manager
Richard Pohlman	Executive Director
Giselle Pole	Director of Development and Strategic Partnerships
Melanie Sala	Head of School
David Schlossman	Chief Operating Officer
Matthew Schorr	Math Teacher
Christina Schwarz	Programs Volunteer
Renee Short	Office Manager
Maureen Shorter	Cafeteria Associate
Zacchaeus Singletary	Cafeteria Associate
Alexa Stevens	Spanish Teacher
Stacey Stewart	Director of Student Affairs
Demetrius Taylor	Music Teacher
Pierre Thomas	Social Worker
Michele Thompson	Physical Education Teacher Athletic Director
Camille Tolliver	Development and Communications Associate
Tisha Tyson	Math Teacher
Alonzo Vereen	English Teacher
Tatianna Washington	Cafeteria Manager
Sarah Whieldon	Clinical Social Worker
Gregory Williams	Special Education Teacher
Amanda Wilson	Director of Programs
Jessie Yaun	Spanish Teacher
Alyssa Zamora	Social Studies Teacher

Qualifications

Roughly 92% of Thurgood Marshall Academy’s employees hold college degrees. Among the school’s 35 teachers, all have college degrees, and roughly 65% hold graduate degrees.

**THURGOOD MARSHALL ACADEMY BOARD OF TRUSTEES
SCHOOL YEAR 2017-2018**

CHAIR OF THE BOARD OF TRUSTEES

Jonathan Stoel; appointed 5/22/2012; term expires 7/1/2020
(DC Resident; Parent Complaint Liaison)

VICE CHAIR OF THE BOARD OF TRUSTEES

Mark Harrison; appointed 4/7/2015; term expires 7/1/2019 (DC Resident)

TREASURER

Kenneth Jones; appointed 5/17/2016; term expires 7/1/2020

SECRETARY

Dan Gordon; appointed 4/7/2015; term expires 7/1/2019 (DC Resident)

TRUSTEES

Danielle Bierzynski; appointed 9/14/2017; term expires 7/1/2019 (DC Resident)

Mellanie Brady; appointed 5/25/2017; term expires 7/1/2019 (DC Resident; Parent Member)

Jerome Epstein; appointed 3/22/2007; term expires 7/1/2019

Regina Foshee; appointed 5/17/2016; term expires 7/1/2020 (DC Resident; Parent Member)

Richard Roe; appointed 5/24/2000; term expires 7/1/2020

Andrew Rosenberg; appointed 12/5/2012; term expires 7/1/2020

Kannon Shanmugam; appointed 5/22/2012; term expired 7/1/2018

EMERITUS

George Brown; appointed 4/2/2005; emeritus in and following School Year 2016-17
(non-voting, honorary position not included in Board demographics)

UNAUDITED YEAR-END 2017-18 FINANCIAL STATEMENT

**Statement of Financial Position
Year Ended June 30, 2018**

ASSETS

Current Assets

Cash:	
Operating	3,288,444
Operating Reserve	<u>1,000,493</u>
Total Cash	4,288,937

Grants and Accounts Receivable	421,362
Other Current Assets	<u>83,936</u>

Total Current Assets	<u>4,794,235</u>
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Fixed Assets (Net)

Operating Fixed Assets	250,619
Facilities	<u>10,437,787</u>
Total Fixed Assets	<u>10,688,406</u>

TOTAL ASSETS	<u><u>15,482,641</u></u>
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LIABILITIES

Current Liabilities

Accounts Payable	24,838
Accrued Expenses	<u>403,744</u>
Total Current Liabilities	<u>428,582</u>

TOTAL LIABILITIES	<u>428,582</u>
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NET ASSETS

Unrestricted	15,011,489
Temporarily Restricted	<u>42,570</u>
TOTAL NET ASSETS	<u>15,054,059</u>

TOTAL LIABILITIES AND NET ASSETS	<u><u>15,482,641</u></u>
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Statement of Activities
Year Ended June 30, 2018

REVENUE

01. Per Pupil Charter Payments	5,417,938
02. Per Pupil Facilities Allowance	1,222,815
03. Per Pupil Special Education	1,084,892
04. Federal Entitlement/Formula Funding	519,045
05. Federal Grants and Competitive Funding	521,637
06. Non-Federal Grants and Competitive Funding	137,855
07. Activity Fees	20,403
08. Individual, Corporate & Gala	296,718
09. In-kind Revenue	587,580
10. Other Income	72,947

TOTAL REVENUE	<u>9,881,830</u>
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ORDINARY EXPENSES

Personnel Salaries and Benefits

11. Staff Salaries	4,698,797
12. Employee Benefits	886,643
13. Contracted Staff	477,115
14. Staff Development Expenses	<u>117,429</u>

Subtotal: Personnel Expense	<u>6,179,984</u>
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Direct Student Expense

15. Food Service	146,888
16. Textbooks	7,363
17. Student Supplies and Materials	113,781
18. Library and Media Center Materials	7,197
19. Contracted Student Services	109,518
20. Miscellaneous Student Expense	50,544
21. Scholarships	<u>14,764</u>

Subtotal: Direct Student Expense	<u>450,055</u>
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Occupancy Expenses

22. Building Maintenance and Repairs	34,196
23. Office Equipment Rental and Maintenance	192,406
24. Utilities	235,857
25. Contracted Building Services	<u>466,213</u>

Subtotal: Occupancy Expenses	<u>928,672</u>
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Office Expenses	
26. Office Supplies and Materials	51,037
27. Telephone/Telecommunications	50,829
28. Legal, Accounting and Payroll Services	235,725
29. Printing and Copying	22,015
30. Postage and Shipping	<u>6,933</u>
Subtotal: Office Expenses	<u>366,539</u>
General Expenses	
31. Insurance	41,367
32. Authorizer Fees	79,356
33. Fundraising Fees	29,283
34. Other Professional Fees	2,821
36. Background Checks	6,430
37. Dues and Fees	23,669
38. In-kind Expenses	550,152
39. Other General Expense	<u>41,919</u>
Subtotal: General Expenses	<u>774,997</u>
TOTAL ORDINARY EXPENSES	<u>8,700,247</u>
NET ORDINARY INCOME	<u>1,181,583</u>
40. Depreciation and Amortization	582,954
41. Interest Payments	45,215
42. Loss(Gain) on Swap Agreement	-31,186
43. Loss(Gain) on Loan Repayment	<u>113,470</u>
CHANGE IN NET ASSETS	<u>471,130</u>
BEGINNING OF PERIOD NET ASSETS	14,582,929
END OF PERIOD NET ASSETS	<u><u>15,054,059</u></u>

APPROVED 2018-19 BUDGET
(FY19—7/1/2018-6/30/2019)

REVENUE

01. Per Pupil Charter Payments:	
4000 Per-pupil allocation	5,071,076
4020 Per-pupil at risk	<u>513,502</u>
Total 01. Per Pupil Charter Payments	<u>5,584,578</u>
02. Per Pupil Facilities Allowance:	
4040 Per-pupil facility allocation	<u>1,272,570</u>
Total 02. Per Pupil Facilities Allowance	<u>1,272,570</u>
03. Per Pupil Special Education:	
4010 Per-pupil special ed funding	<u>993,273</u>
Total 03. Per Pupil Special Education	<u>993,273</u>
04. Federal Entitlement/Formula Funding:	
4105 NCLB	267,000
4115 National Food Program	100,500
4120 Other Entitlement Funds	<u>165,929</u>
Total 04. Federal Entitlement/Formula Funding:	<u>533,429</u>
05. Federal Grants and Competitive Funding:	
4130 Federal Government Competitive	<u>245,000</u>
Total 05. Federal Grants and Competitive Funding:	<u>245,000</u>
06. Non-Federal Grants and Competitive Funding:	
4135 Non-Federal Gov't Competitive	
4140 Private & Foundation Grants	<u>167,117</u>
Total 06. Non-Federal Grants and Competitive Funding:	<u>167,117</u>
08. Activity Fees:	
4300 School store sales	18,200
4320 Paid meals sales	<u>0</u>
Total 08. Activity Fees	<u>18,200</u>
09. Individual, Corporate & Gala:	
4110 Gala contributions	220,000
4145 General ind & corp contributions	85,750
4150 Gala revenue	<u>15,000</u>
Total 09. Individual, Corporate & Gala	<u>320,750</u>
10. In-kind Revenue:	
4180 In-kind contributions	<u>425,000</u>
Total 10. In-kind Revenue	<u>425,000</u>
11. Other Income:	
4500 Facility Use Donations	3,000
4600 Other revenue	<u>27,823</u>
Total 11. Other Income	<u>30,823</u>
TOTAL REVENUE	9,590,740

ORDINARY EXPENSES

Personnel Salaries and Benefits

12. Staff Salaries:	
5000 Salaries	4,913,770
5050 Bonuses	<u>45,500</u>
Total 12. Staff Salaries	<u>4,959,270</u>
13. Employee Benefits:	
5400 Retirement plan contributions	133,414
5410 Health insurance	421,542
5420 Life and disability insurance	25,200
5430 Payroll taxes	422,613
5450 Workers' comp insurance	32,400
5460 FSA	<u>2,500</u>
Total 13. Employee Benefits:	<u>1,037,669</u>
14. Contracted Staff:	
5220 Staff program stipends	74,000
5520 Substitute teachers	27,000
5530 Temporary contract help	<u>296,880</u>
Total 14. Contracted Staff:	<u>397,880</u>
15. Staff Development Expenses	
5500 Staff development (non-travel)	45,750
5600 Staff recruiting	33,100
5610 Staff meals, events and awards	28,000
5620 Staff travel (non-development)	<u>18,250</u>
Total 15. Staff Development Expenses	<u>125,100</u>
Subtotal: Personnel Expense	<u>6,519,919</u>
Direct Student Expense	
16. Textbooks:	
7010 Student textbooks	<u>13,660</u>
Total 16. Textbooks:	<u>13,660</u>
17. Student Supplies and Materials:	
7000 Student supplies and snacks	87,950
7005 Student assessment materials	27,959
7011 Student uniforms	<u>11,500</u>
Total 17. Student Supplies and Materials:	<u>127,409</u>
18. Library and Media Center Materials:	
7015 Library and media materials	<u>8,000</u>
Total 18. Library and Media Center Materials:	<u>8,000</u>
19. Contracted Student Services:	
7020 Contracted instruction fees	
7030 Student travel and field trips	<u>115,575</u>
Total 19. Contracted Student Services:	<u>115,575</u>
20. Miscellaneous Student Expenses:	
7035 Other student expense	<u>57,300</u>
Total 20. Miscellaneous Student Expenses:	<u>57,300</u>
21. Scholarships	
7040 Scholarship expense	<u>10,000</u>
Total 21. Scholarships	<u>10,000</u>
Subtotal: Direct Student Expenses	331,944

Occupancy Expenses

22. Building Maintenance and Repairs:	
6010 Maintenance and repairs	53,750
6105 Gym maintenance, paint & Supp	4,000
Total 22. Building Maintenance and Repairs:	57,750

23. Utilities	
6005 Utilities and garbage removal	242,400
Total 6005 Utilities and garbage removal	242,400

24. Contracted Building Services	
6000 Contracted building services	445,612
6101 Gym cleaning	19,452
6102 Gym engineering	8,808
6103 Gym floor	1,500
6104 Gym contract work	1,500
6106 Gym security	34,500
Total 24. Contracted Building Services	511,372

Subtotal: Occupancy Expenses 811,522

Office Expenses

25. Office Supplies and Materials:	
8000 Office supplies	73,542
Total 25. Office Supplies and Materials:	73,542

26. Office Equipment Rental and Maintenance:	
8005 Equipment rental & maintenance	45,376
8035 Computer support fees	167,682
Total 26. Office Equipment Rental and Maintenance:	213,058

27. Telephone/Telecommunications:	
8010 Telephone & telecommunications	54,050
Total 27. Telephone/Telecommunications:	54,050

28. Legal, Accounting and Payroll Services:	
8030 Accounting fees	202,349
8033 Bank fees	4,000
8055 Legal fees	12,000
Total 28. Legal, Accounting and Payroll Services:	218,349

29. Printing and Copying:	
8020 Printing and duplication	35,735
Total 29. Printing and Copying:	35,735

30. Postage and Shipping:	
8015 Postage and delivery	10,850
Total 30. Postage and Shipping:	10,850

Subtotal: Office Expenses 605,584

General Expenses

31. Insurance	
8060 Business insurance	46,000
Total 31. Insurance	46,000

32. Food Service	
7025 Food service fees	194,050
Total 32. Food Service	194,050

THURGOOD MARSHALL ACADEMY 2017-18 ANNUAL REPORT

33. Authorizer Fees:	
8025 Authorizer fees	90,000
Total 33. Authorizer Fees:	90,000
34. Fundraising Fees:	
8040 Fundraising fees	60,651
Total 34. Fundraising Fees:	60,651
35. Other Professional Fees:	
8045 Other professional fees	10,850
Total 35. Other Professional Fees:	10,850
36. Accreditation Fees:	
8075 Accreditation fees	800
Total 36. Accreditation Fees:	800
37. Background Checks:	
8065 Background checks	7,800
Total 37. Background Checks:	7,800
38. Dues and Fees	
8050 Dues and fees	28,625
Total 38. Dues and Fees	28,625
39. In-kind Expenses	
9900 Other Expenses-In-Kind	425,000
Total 39. In-kind Expenses	425,000
40. Other General Expenses:	
9000 Other expenses	59,470
Total 40. Other General Expenses:	59,470
Subtotal: General Expenses	923,246
TOTAL ORDINARY EXPENSES	9,192,215
NET ORDINARY INCOME	398,525
41. Depreciation and Amortization:	
9100 Depreciation	585,158
9150 Amortization *	19,661
Total 41. Depreciation and Amortization:	604,819
42. Interest Expenses:	
9200 Interest expense *	42,556
Total 42. Interest Expenses:	42,556
43. Unrealized Loss(Gain) on SWAP Interest:	
9130 Unrealized loss(gain) on SWAP	-15,000
Total 43. Unrealized Loss(Gain) on SWAP Interest:	-15,000
CHANGE IN NET ASSETS *	-233,850

* NOTES

The drop in net assets results from non-cash items (e.g., depreciation).

The budget was approved prior to pre-payment of the school's loan (i.e., the FY18 SFP accurately shows no long-term liabilities, but this was achieved after the FY19 budget was completed, so the FY19 budget still includes interest and amortization expenses).

