



2017-2018 Annual Report

IDEA Public Charter School

1027 45th Street NE

Washington, DC 20019

202-399-4750

Dr. Calvin Snowden

Board Chair

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Annual Report Narrative

I. School Description

A. Vision & Mission Statement

To develop a results-driven learning environment that includes all stakeholders to refine practice through productive effort, collaboration, critical thinking, continuous growth and reflection - in order to prepare scholars for college & career opportunities.

The mission of IDEA Public Charter School (IDEA PCS) is to prepare students with the academic, social, leadership, and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community.

B. School Program

1. Summary of curriculum design and instructional approach

Curriculum Design

IDEA's curriculum is designed to challenge, motivate, and strengthen the intellect of all of our students. We provide courses and opportunities to create well-rounded young adults who are able to overcome obstacles and prepared to enter college, the workforce, or the military after graduation.

Academic offerings include instruction in core subjects that enables students to meet or exceed Common Core standards. IDEA provides career and technical education including opportunities for certification and pre-professional development as well as leadership development. In addition to the standard offerings of English, Math, Science, Social Studies, Foreign Language, and Physical Education, IDEA also offers

- Architectural Design Builds: Internship
- Construction I
- Introduction to Construction and Design
- JROTC
- Drivers Education
- Child Development
- Yearbook
- Senior Seminar
- Health

Students enrolled in the Academy of Construction and Design are eligible to study for and earn certifications, work on real-world problems and issues, and volunteer in the community to practice and develop their skills. Through IDEA's agreement with the University of the District of Columbia Community College (UDC-CC) IDEA students, with a qualifying Accuplacer exam score can enroll in English, Intermediate College Algebra, Architectural Design (1-4), or seminar.

Instructional Approach

IDEA teachers developed a personalized learning plan with each of the 329 students enrolled. Our small class sizes enable teachers to give students intensive individual attention and our schedule is designed with interventions included for all students who need them. Despite the fact that many of our students arrive at IDEA performing significantly below grade level, and approximately 30% of our student population receives special education services, we are still collectively making meaningful academic gains. IDEA continues to remain the #1 in the top 10 of non-selective high schools district wide. This success is largely due to intervention and assessment approaches that teachers and school leadership have implemented with students inclusive of our Saturday school program and our double block of english & math courses.

Students met learning objectives by using Marzano evaluative strategies through IDEA's Guiding Five Instructional Principles that included:

We use data to inform our instruction.

We integrate and apply literacy anchor standards in our curricular planning.

Setting Objectives and Providing Feedback:

Sometimes students set their own learning objectives when an instructor asks students to finish the sentence, "Today, I want to learn more about _____." This learning approach engaged students and enabled them to offer feedback and review on what they learned.

We incorporate collaborative, critical thinking learning practices in our lessons.

Cooperative Learning

IDEA instructors divided students into small groups to yield a positive effect on overall learning. When applying cooperative learning strategies, students supported each other through dialogue, questions and answers, and critical thinking.

Blended Instruction

IDEA instructors integrated several types of software as instructional and learning tools in the classroom. The following software and hardware technologies enabled accelerated learning and assessment by finding individual and classroom-wide areas for improvement. These programs are also used as part of oral and written learning tools:

- 1) Khan Academy, which provides online math problems and drills and video lectures to supplement in-class work assignments.
- 2) Achieve 3000- a program which provides complex non-fiction articles that assess scholars' lexile levels
- 3) IXL-which provides online math problems and drills and video lectures to supplement in-class work assignments

We give meaningful feedback (verbal & written) to scholars to enhance learning and student achievement.

Setting Objectives and Providing Feedback

Sometimes students set their own learning objectives when an instructor asks students to finish the sentence, “Today, I want to learn more about _____.” This learning approach engaged students and enabled them to offer feedback and review on what they learned.

We make real world connections by applying cross cutting concepts and cultural themes to lessons in each quarter.

1. Parent Involvement Effort

IDEA’s board of trustees includes two parent representatives. These individuals provide frequent feedback to the board about student and parent perspectives regarding the school. In addition, IDEA consistently seeks to involve our parents in everything from orientations to parent--teacher conferences through consistent messaging via phone, email, and letters. In addition, IDEA holds monthly parent-oriented events and meeting sessions throughout the year to include a Harvest Dinner and Workforce Friday lunch events which allow for participation, feedback, and involvement in a more organic way.

II. School Performance

A. Performance and Progress

Describe the extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its mission.

IDEA partners with Transcend and DC CAP, a college readiness program, to partner and prepare our students for the college entrance exams (SAT/ACT). Students also receive support on college applications, scholarships, and grants. In 2018 100% of IDEA students were accepted into college. Daily interventions targeted 9th and 10th graders to improve fundamental reading and math skills. Staff offered after-school tutoring for all students who demonstrated a need or requested additional help. IDEA’s Saturday Academy was implemented for scholars in all graders struggling in Math & English, and focused on reinforcing basic math, Algebra, and Geometry skills using a variety of interventions and technology. Students who required credit recovery in the four core content areas (English, Math, Social Studies, and Science) were eligible for summer school offered by IDEA.

Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter. Note that when the school undergoes review or renewal, or any other year, PCSB may seek supporting documents and data to validate this narrative.

In 2015, IDEA renewed its commitment with the University of the District of Columbia Community College to have to advanced-credit as well as core content. IDEA continues to build its roadmap for a successful career and technical education program. All teachers within the new Academy of Construction and Design are NCCER (National Center for Construction Education and Research) certified instructors and are equipped to teacher courses in

Architectural Design, Introduction to Construction, Construction I & II and Carpentry. During the Spring of 2018, scholars participated in an on-site training internship through the ACAD Builds program.

Describe lessons learned and/or actions taken or planned based on the school's performance and progress described above. This may include modifications made to instructional programming, parental involvement, professional development, human capital and/or supplemental programming.

IDEA continues to prioritize human capital in both the number of teachers on staff, recruiting highly qualified instructors, and compensating at or above market rates. We plan to increase our teaching staff significantly more than the 10% growth expected in student population in the coming school year.

To bolster the success of students enrolled in special education classes and improve their rates of achievement of IEP goals and facilitate their transition to post-secondary activity, IDEA has restructured transition planning for students with disabilities under the guidance of our Special Education Director, Tamara Clarke.

IDEA continues to successfully use the ONET and resources provided through RSA services to help develop and support scholars' career & college readiness goals.

IDEA continued to expand our a ninth grade summer academy from four weeks to five weeks in order to remediate student academic deficiencies before students begin the 9th grade and held an intensive orientation week. Recognizing the bridge between middle school and high school is not only academic, but IDEA is assessing how to improve student culture in 9th grade under the leadership of our 9th grade Dean, Germaine Jenkins.

B. Unique Accomplishments

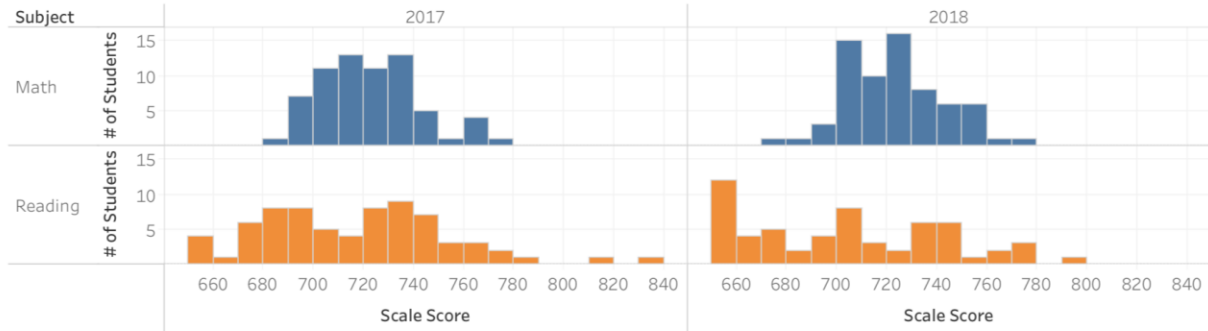
Describe unique accomplishments achieved, awards earned, and/or other recognition.

IDEA successfully made the transition to PARCC, and continues to remain #1 in the top ten citywide for open-enrollment non-selective high schools in Ward 7 for reading and math. See "IDEA PARCC SGP Analysis" charts below.

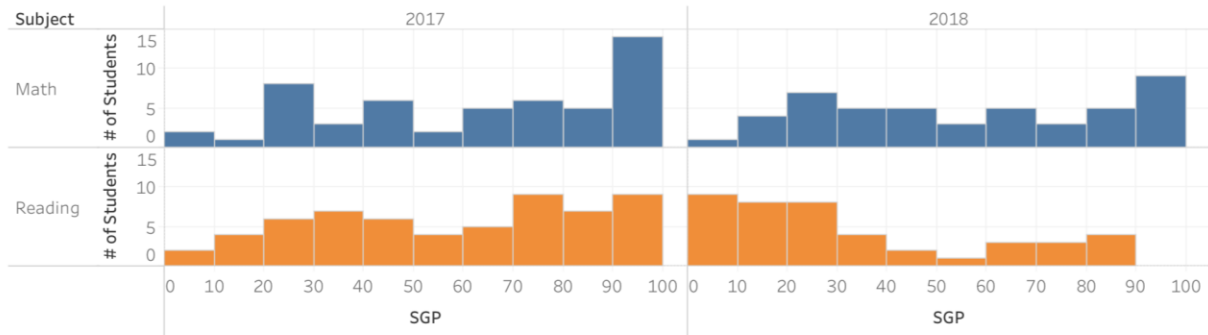
IDEA PCS Geometry & English II PARCC performance: all test-takers. 2018 scale score performance on English II is skewed right, in a more pronounced way than in 2017. SGP's are similarly skewed towards the the lower quartile for English II in 2018.

Subject
 ■ Math ■ Reading

Scale Score of all Geometry and English II test-takers.



SGP of Geometry and English II test-takers with valid prior year score.

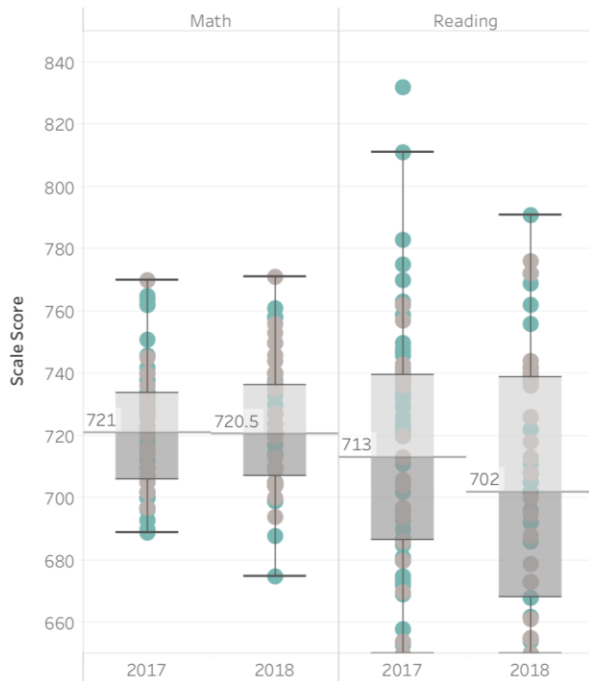


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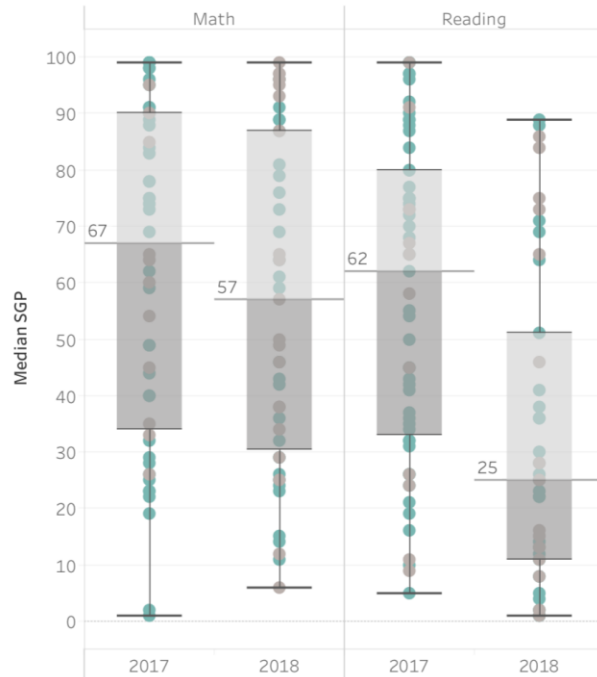
IDEA PCS Geometry & English II PARCC performance: new vs. returning test takers. Returning IDEA students performed slightly better on the the Geometry assessment than new students; there was no difference in the average performance of new and returning students in ELA in 2018.

Reenrolled
 ■ New Student ■ Returning Student

Scale Score of all Geometry and English II test-takers.



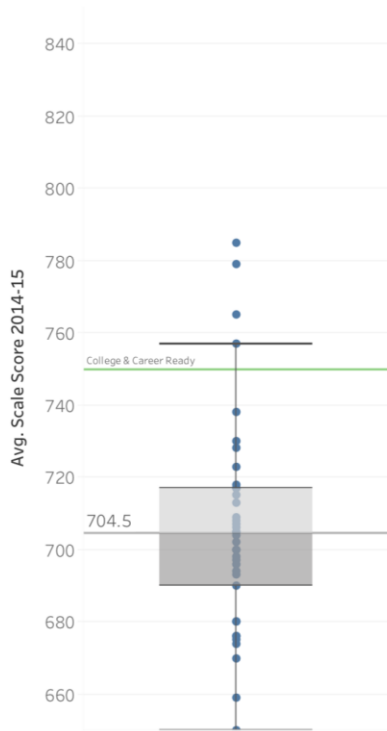
SGP of Geometry and English II test-takers with valid prior year score.



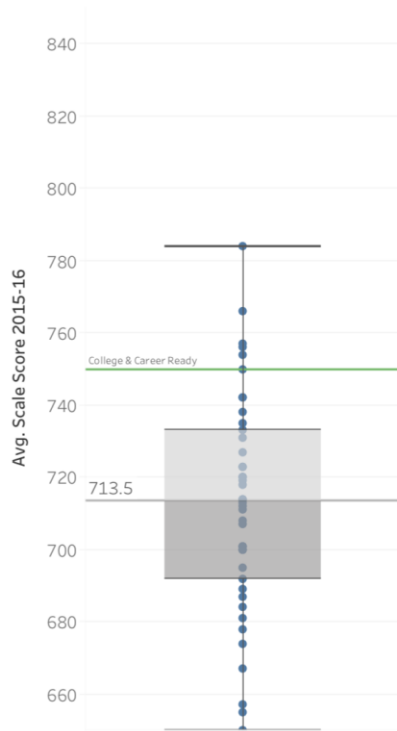
IDEA PCS Geometry & English II PARCC performance: students with SGP scores, only. For student in the SGP

population, the IQR distribution of PARCC ELA scale score widens between 7th and 10th grade, while the median score dips below 700.

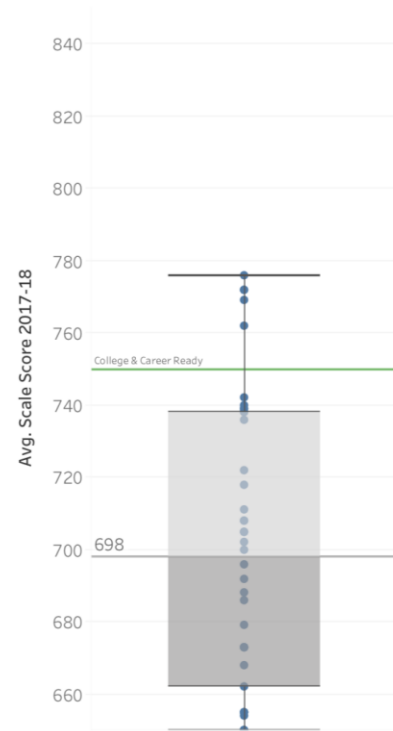
2014-15 ELA
(7th grade, for typical test-taker)



2015-16 ELA
(8th grade, for typical test-taker)

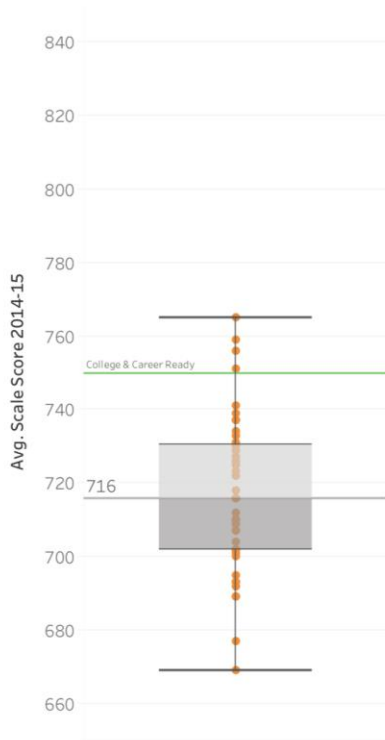


2017-18 ELA
(10th grade, for typical test-taker)

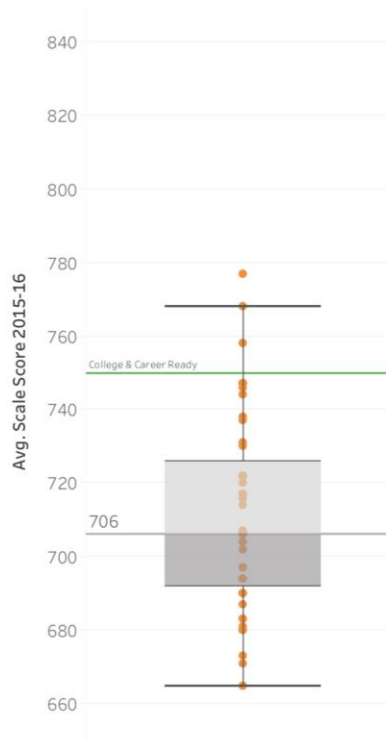


IDEA PCS Geometry & English II PARCC performance: students with SGP scores, only. For students in the SGP population, 2018 performance increased and the IQR range narrowed.

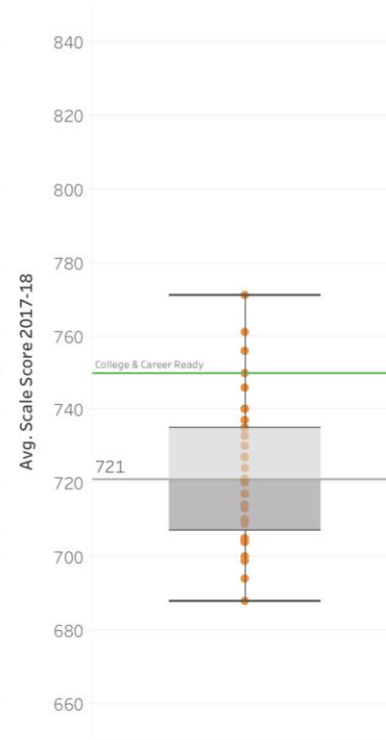
2014-15 Math
(7th grade, for typical test-taker)



2015-16 Math
(8th grade, for typical test-taker)



2017-18 Math
(10th grade, for typical test-taker)



C. List of Donors

DONOR	AMOUNT
AKA XI ZETA OMEGA CHAPTER	3,650.00
April Gross	900.00
C O G ACQUISITIONS LLC	1,224.23
Calvin Snowden	1,000.00
David Owens	7,000.00
DC Students Construction Trades Foundation	8,697.01
DC Sustainable Energy Utility	15,000.00
Earth Force	650.00
Edison Electric Institute	5,000.00
EdOps – C	500.00
Greater Washington Community Foundation	10,000.00
Joanne Fort	1,000.00
Julia L. Johnson	500.00
Louis Charette	1,250.00
Northwestern Energy	1,295.00
Peace Fellowship Church	43,800.00
RCN (E-Rate)	16,440.00
Robert W. Faris	864.32
Sonia L Chase	1,750.00
The National Center for Children and Families	150,230.00
The Rowe and Reynolds Charitable Fund	500.00
Urban Alliance Foundation	1,500.00
Vanguard Charitable – C	20,000.00

4) SCHOOL YEAR 2017-2018 DATA REPORT

GENERAL SCHOOL INFO	
LEA NAME	<i>IDEA Public Charter School</i>
CAMPUS NAME	<i>IDEA Public Charter School</i>
GRADES SERVED	<i>9 - 12</i>
ENROLLMENT BY GRADE	<i>Grade 9 = 93 Grade 10 = 84, Grade 11 = 72, Grade 12 = 56</i>
STUDENT DATA POINTS	
Number of instructional days:	<i>Grade 12 = 168, Grades 9-11 = 181</i>
Suspension Rate:	<i>28.9%</i>
Expulsion Rate:	<i>0.00%</i>
Instructional Time Lost to Out-of-School Suspension Rate:	<i>1.14%</i>
In-Seat Attendance:	<i>85.1%</i>
Midyear Withdrawals:	<i>17.0% (52 students)</i>
Midyear Entries:	<i>6.9% (21 students)</i>
Promotion Rate (LEA):	<i>92.0%</i>
College Acceptance Rates:	<i>100.0%</i>
College Admission Test Scores:	<i>45.5%</i>
Graduation Rates:	<i>58.3%</i>
TEACHER DATA POINTS	
Teacher Attrition Rate:	<i>46%</i>
Number of Teachers:	<i>29</i>
Teacher Salaries:	<i>Average:\$64,797 Minimum:\$47,476 Maximum: \$89,260</i>

5A) STAFF ROSTER 2017-2018

LAST NAME	FIRST NAME	TITLE	BACHELORS?	MASTERS?
ASHTON	ARIANNA	Teacher - English	Yes	No
BEE	GEORGE	Teacher - JROTC	No	No
BELL	NANCY	Food Service Assistant	No	No
BENGOECHEA	ULISES	Dean	No	No
BOYCE	REGINALD	Teacher - Special Education	Yes	No
BRISCOE	LORI	Dean of Academic Affairs	Yes	Yes
BROOKS	MARCO	Teacher - English	Yes	Yes
BROWN	TIANO	Teacher- Math	Yes	No
BROWN	SENDY	Teacher - Music	Yes	No
BROWN	YVETTE	Social Worker	Yes	Yes
CHESTNUT	DENNIS	Teacher - Carpentry	No	No
CLARKE	TAMARA	Special Education Coordinator	Yes	Yes
COFIELD	ANDREA	Teacher - SPED	Yes	No
COFIELD	ADRIANNA	Teacher - Social Studies	Yes	No
COLEMAN	ASHLEY	Administrative Assistant	No	No
COLEMAN	TRAVIS	Teacher - PE	Yes	No
COUGHLIN	JOHN	Teacher - Special Education	Yes	Yes
CUMMINGS	MICHAEL	Teacher - Social Studies	Yes	No
DAVIS	USEETH	Teacher - JROTC	Yes	No
DAVIS	D ANGELA	Paraprofessional	Yes	No
FENNER	ANDREW	Teacher - Math	Yes	No
FORD	JIHAD	Support	No	No
GREENE	TERI	Teacher - Art	Yes	No
HINDS	NATALIE	Teacher - English	Yes	No
HINES	LAVONIA	Administrative Assistant	No	No
HOOKS	SHAYLA	Teacher - SPED	Yes	Yes
IRVIN	BRAD	Vice Principal	Yes	Yes
JACOBS	JAMES	Teacher - Science	Yes	Yes
JENKINS	GERMAINE	Dean	Yes	Yes
JONES	MARQUISE	Student Support Specialist	No	No
JONES	SHARONDA	Teacher - ACAD	No	No
KUJIFI	BIKO	Teacher - History	Yes	No
LEVINE	IAN	Teacher - SPED	Yes	Yes
LEWIS	TERRENCE	Teacher - JROTC	Yes	Yes
MCCRAE	NICOLE	Principal	Yes	Yes
MILES	MORRELL	Teacher - English	Yes	Yes
MILNE	IAN	Teacher - AutoCad	Yes	Yes
MITCHELL	MICHELLE	Teacher - JROTC	Yes	Yes
REEVES	TONYA	Operations Assistant	No	No
RILEY	KIM	Teacher - Science	Yes	Yes
ROMERO	EDGARD	Attendance Monitor	No	No
RYDSTROM	JUSTIN	Executive Director	Yes	Yes
SARAVIA	ALEXANDER	Student Aide	No	No
SIMONSEN	HEIDI	Teacher - Math	Yes	Yes
SONKIN	JENNIFER	Teacher	Yes	Yes
STURDIVANT	MARK	Vice Principal of Culture	Yes	Yes
SWEET	TRINA	Cafeteria Assistant	No	No
TALIB	SHARIF	Teacher - Mathematics	Yes	No
THOMAS	JEROME	Cafeteria Assistant	No	No
THOMPSON	TEIKA	Teacher - Math	Yes	No
THORNTON	WALTER	Teacher - SPED	Yes	No
TUCKER	DEJON	Teacher	Yes	Yes
UBANNWA	DEBBIE P	Director of Special Education	Yes	Yes
WASHINGTON	MELODY	Social Worker	Yes	Yes
WHITNEY	KENDRA	Teacher - Science	Yes	Yes
WILKES	ERIKA	Operations Associate	No	No
WILLIAMS	UDEAN	Teacher - Science	Yes	Yes
WILSON	SHANA	Teacher - Spanish	Yes	Yes

5B) BOARD ROSTER 2017-2018

BOARD MEMBER	Board Title	DC RESIDENT?
Joanne Doddy Fort, J.D.	Chair Emeritus	No
Dr. Calvin R. Snowden	Chair	Yes
Sheila Coker	Parent	Yes
Edward Dunson	Member	Yes
Lakeshia N. Highsmith	Vice Chair	No
David H. Johnson	Member	No
Terry Joyner	Parent	Yes
Kelly Nakamoto	Member	No
David Owens	Chair Emeritus	Yes
Dr. Keith T. Stephenson	Member	Yes
Christopher Cronin	Member	Yes

5C) UNAUDITED YEAR-END FINANCIAL STATEMENT

July 2017 through June 2018

Year-To-Date (YTD)	
Income Statement	Actual
Revenue	
State and Local Revenue	6,843,173
Federal Revenue	1,021,168
Private Grants and Donations	59,177
Earned Fees	239,589
Total Revenue	8,163,107
Expenses	
Salaries	3,494,418
Benefits and Taxes	741,565
Contracted Staff	39,795
Staff-Related Costs	49,533
Occupancy Service	525,322
Direct Student Expense	812,458
Office & Business Expense	762,429
Contingency	0
Total Expenses	6,425,522
Operating Income	1,737,585
Extraordinary Expenses	
Interest	257,765
Depreciation and Amortization	457,724
Total Extraordinary Expenses	715,489
Net Income	1,022,096
Cash Flow Statement	Actual
Net Income	1,022,096
Cash Flow Adjustments	
Add Depreciation	454,810
Operating Fixed Assets	(80,917)
Buildings	8,951,269
Other Operating Activities	502,860
Per-Pupil Adjustments	0
Suspense	(255)
Restricted Equity	(2,530)
Facilities Project Adjustments	(10,471,207)
Total Cash Flow Adjustments	(645,970)
Change in Cash	376,126

IDEA
(unaudited) FY18 Financials

Balance Sheet

IDEA

As of June 30, 2018

Balance Sheet		6/30/2018
Assets		Year End
Assets		
Current Assets		
Cash		1,268,182
Accounts Receivable		194,564
Other Current Assets		26,642
Intercompany Transfers		0
Total Current Assets		1,489,387
Noncurrent Assets		
Facilities, Net		12,888,033
Operating Fixed Assets, Net		145,649
Total Noncurrent Assets		13,033,682
Total Assets		14,523,069

Liabilities and Equity		Year End
Liabilities and Equity		
Current Liabilities		
Accounts Payable		217,096
Other Current Liabilities		168,174
Accrued Salaries and Benefits		435,618
Total Current Liabilities		820,888
Equity		
Unrestricted Net Assets		5,492,876
Net Income		1,022,096
Temporarily Restricted Net Assets		12,984
Total Equity		6,527,957
Long-Term Liabilities		
Other Long-Term Liabilities		(288,400)
Senior Debt		7,462,624
Total Long-Term Liabilities		7,174,225
Total Liabilities and Equity		14,523,069

5D) APPROVED 2018-19 BUDGET

		SY18-19
Revenue		
	State and Local Revenue	7,218,432
	Federal Revenue	642,274
	Private Grants and Donations	75,000
	Earned Fees	245,554
	Revenue Total	8,181,260
Expenses		
	Salaries	4,903,410
	Benefits and Taxes	902,214
	Contracted Staff	21,822
	Staff-Related Costs	53,827
	Occupancy Service	447,259
	Direct Student Expense	579,985
	Office & Business Expense	673,629
	Contingency	10,000
	Expenses Total	7,592,145
NET ORDINARY INCOME		589,115
Extraordinary Expenses		
	Depreciation and Amortization	446,526
	Interest	257,070
	Extraordinary Expenses Total	703,596
TOTAL EXPENSES		8,295,741
NET INCOME		(114,481)
Cash Flow Adjustments		
	Add Depreciation	446,526
	Operating Fixed Assets	(62,449)
	Buildings	(340,000)
	Other Operating Activities	121,374
	Financing Activities	(204,456)
	Per-Pupil Adjustments	-
	Facilities Project Adjustments	-
	Equity	-
	Cash Flow Adjustments Total	(39,005)
CHANGE IN CASH		(153,486)

Starting Cash Balance	1,178,317
Change In Cash	(153,486)
ENDING CASH BALANCE	1,024,831

IDEA Balance Sheet
Board-Approved
Budget

SY18-19

ASSETS

Current Assets

Cash and Cash Equivalents 1,027,480

Accounts Receivable 200,371

Other Current Assets 11,748

Current Assets Total 1,239,600

Noncurrent Assets

Facilities, Net 12,856,386

Operating Fixed Assets, Net 134,129

Noncurrent Assets Total 12,990,515

TOTAL ASSETS 14,230,115

LIABILITIES

Current Liabilities

Accounts Payable 201,905

Accrued Salaries and Benefits 504,371

Deferred Revenue 20,151

Short-Term Debt 218,081

Other Current Liabilities 49,706

Current Liabilities Total 994,213

Long-Term Liabilities

Long-Term Debt 7,244,652

Other Long-Term Liabilities 25,867

Loan costs, Net (297,634)

Long-Term Liabilities Total 6,972,885

TOTAL LIABILITIES 7,967,098

NET ASSETS

Unrestricted Net Assets 6,255,147

Temporarily Restricted Net Assets 7,869

Net Assets Total	6,263,016
LIABILITES AND EQUITY	14,230,115