



# **The Children's Guild DC Public Charter School**

## **2017-18 Annual Report**

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# Narrative

## School Description

### SCHOOL MISSION

The Children's Guild Public Charter School is a tuition-free, publicly funded charter school open to all students in Washington, D.C. The campus is located in Ward 5 in Washington DC and serves students in kindergarten through eighth grade.

**The Children's Guild District of Columbia Public Charter School's Mission:** is to use the philosophy of Transformation Education to prepare all our students for college, career readiness, and citizenship in their community by developing in them critical thinking and creative problem solving skills, self-discipline and a commitment to serve a cause larger than themselves.

Our mission's overall goal is to prepare each student for success in the 21<sup>st</sup> century, giving them the knowledge, tools and confidence to function in an interconnected, dynamic global economy. The Children's Guild Public Charter provides an enriched curriculum of academic rigor, project-based learning, a focus on arts and technology in a school environment that stimulates all the senses. Students are encouraged to think creatively and solve problems with kaleidoscope thinking, i.e., finding more than one answer. Small class sizes and qualified, committed faculty allow the school to foster team building, character development and high academic achievement.

Some students are a part of a Kindness club that spread random acts of kindness to the staff and students in our building, parents and families in our community in need of support, and other schools we have partnered with. Our eighth grade students participate in exit interviews to give us feedback on their plans and goals for the next few years and we have developed a number of students that had given up on school, to becoming extremely driven to succeed and attend college. We have experienced a re-investment in school for many of our students and their families who have experienced so much failure that they were beginning to believe success was not an option. The success that students are having here is transformational and encourages the students be resilient thinkers that are striving to succeed.

### TRANSFORMATION EDUCATION

Transformation Education (TranZed) is an organizational philosophy that guides the creation of a school culture designed to transmit the values and life skills necessary for a successful life. The basic premise of this philosophy is that life is a journey of personal growth and enlightenment that comes from the continuous struggle and search for meaningful responses to life's challenges. TranZed embraces the journey experience of the student and incorporates it into the school's culture by aligning the school's beliefs and values with the look of the school building, the school's instructional approach, the mindset and behavior of the teaching staff, and the school's operating system.

Transformation Education is also a philosophy that requires staff members to be self-reflective and flexible practitioners. These skills allow the adults to make the necessary shifts in our thinking, planning, and delivery of relevant, meaningful, and engaging lessons for students to be able to grasp and maintain. The majority of the student body at TCGDC come to us two or more instructional grade levels below where they should be functioning. As we analyze the data for our students that have retained

with us for multiple years, there is a clear decrease in behavioral referrals, suspension and an increase in attendance, classroom participation, and academic performance.

TranZed is manifested in the systems that operate throughout the school, throughout the community, and in the instructional program. These systems include:

- Student Support Center (SSC): The SSC is managed by the Director of Student Support and utilizes both support staff and trained clinicians in offered tiered behavioral interventions. The primary focus is on building teacher capacity to create emotionally safe classroom through the mindset that all children want to succeed, and if they are struggling, it is up the adults to find the pathways to success. The second tier develops self-regulation skills in students through specific coaching. The third tier provides intensive work to mitigate the impact of trauma.
- Classroom communities: Each day includes community building in the classrooms through the use of reflective classroom meetings. All staff engages in daily reflections with groups of students around issues centered on caring, commitment and contribution.
- Culture Card: Each day, the staff engages in reflective dialogue around workplace expectations and the alignment of the culture in the school.
- Environment: The enriched environment is designed to connect the students to their role in the community by looking back at the history of the neighborhood as well as envisioning the future.

Further, the TranZed philosophy is carried out based on eight essential characteristics that are known as The TranZed 8. The TranZed 8 provides the roadmap for how The Children's Guild PCS will continue to build its academic and social impact over the next five years. These characteristics include:

- Values-Infused Culture—Specific values, known as “The Wisdom Principles,” include the personal values of Caring, Contribution, and Commitment; the character values of Vision, Courage, and Will; and the process values of Struggle, Transformation and Enlightenment.
- Focus on Student Well-Being—We believe in serving the whole child, which includes academic, behavioral, cognitive, and social growth.
- Enriched Environments and Learning Experiences—The school's physical environment and murals were intentionally designed to embrace the uniqueness of our student body and neighboring communities. The murals are often used to stimulate the intellect and facilitate academic discussions during the teaching and learning process.
- Brain Literacy—We believe that it is essential for students and teachers to have knowledge about how the brain learns. School-wide, teachers and support staff implement an instructional practice called Whole Brain Teaching (WBT). WBT is an active engagement strategy that uses all three learning modalities (e.g. audio, kinesthetic, and visual) during the teaching and learning process.
- Behavior Motivation Continuum—The Children's Guild PCS embraces a transdisciplinary approach to behavior motivation. This comprehensive continuum includes a clearly articulated framework for positive behaviors, neuroscience, occupational therapy, child development theory and restorative practices.
- Community Influence—The Children's Guild brand is “Student Voice” which means that we strive to teach students how to positively impact their communities by leveraging their talents and gifts through problem solving and articulation. Project-based Learning (PBL) is the vehicle students use to connect and to become more involved in their communities through advocacy and authentic learning experiences.
- Arts Enhancement—We believe that exposure to the arts has a pervasive positive impact on students and the overall school community. Inspired by a firm belief that “Art is everywhere,” our teachers are encouraged to infuse art into every content area as a form of creative expression.

- **Ownership Mindset**—We believe that the solution to any problem starts with oneself. Based on this belief, students learn to address conflict, dilemmas and challenges by beginning with their own personal contribution to the problem at hand

## **PROJECT-BASED LEARNING**

Given fundamental levels of health, safety, and love, all people can and want to learn. PBL harnesses the natural passion to learn, by presenting learning experiences as expeditions into the unknown. PBL cultivates and fosters greater continuity of relationships between students and teachers, draws on the power of small groups, creates an in-depth and focused curriculum, and builds strategic links between school and community. TCGDC is a PBL school because the design offers us a vision that allows us to implement our curriculum in a consistently hands-on, interactive, rigorous and dynamic manner. TCGDC has developed a unique curriculum framework called TranZed Lenses for Teaching and Learning aligning the TranZed philosophy, content standards with Project Based Learning (PBL) to provide an authentic application of the subject and inter-disciplinary concepts. Arts Integration embeds the arts within the core academic subjects to foster engagement, aide in retention and enhance comprehension.

### **Celebrations of Learning**

A Celebrations of Learning (COL) is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. We ask that all students and families attend our exhibitions. The COL may be artwork, research results from an experiment, written work, tests, or other projects. The COL demonstrates what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. The COL is the most important way to both celebrate work and hold students and the school accountable to parents and others who care about the school.

### **Fieldwork**

Fieldwork is a scheduled academic experience that takes students out into the world to do studies and investigations at various sites around the county, city, and state. Fieldwork is an integral part of the educational program at TCGDC. Field studies are carefully structured to address the learning goals of the expedition, and afford students rich opportunities to “learn on location.” Students interview experts, examine artifacts, conduct research, make observations, and gather data through note-taking, sketching, and photography. Fieldwork deepens and extends students’ understanding of the content and nurtures their skills as life-long learners. Quality work is the expectation during field study activities, just as it is during in-school activities.

Most fieldwork takes place at local museums, parks, nature centers, businesses, and historic sites, and lasts from one to five hours. At times, field studies to locations outside Washington, D.C. are planned when distant resources are central to our students’ understanding of the content of an expedition.

## **WHOLE BRAIN TEACHING**

Whole Brain Teaching is an approach designed toward maximizing student engagement, and focusing on the way the brain is really designed to learn. Whole Brain Teaching is incorporated into daily instruction. This program involves a high level of visual imagery and gesturing to support students in retaining information, repetition of directions and concepts, and an opportunity to build teamwork skills through the use of games. TCGDC staff utilize an integrated method combining effective classroom management and pedagogically sound approaches to student engagement to meet student needs. Below are the five norms that will guide support our positive behavior program.

Norm #1—Follow directions quickly

Norm #2—Raise your hand for permission to speak

- Norm #3—Raise your hand to leave your seat
- Norm #4—Make smart choices
- Norm #5—Respect yourself, others, & the environment

## **BALANCED LITERACY**

The Children’s Guild Public Charter School uses a balanced and integrated approach to teaching literacy. Teaching literacy across the curriculum involves integrating the writing process and essential reading strategies in all subjects and providing consistent feedback to students about the use of writing and reading as thinking and learning tools. Consistent practices, rubrics and processes are developed and implemented across grade levels for supporting and assessing the literacy development of all students. The balanced literacy block is included in each student’s schedule on a daily basis. During this time, explicit instruction is provided to students in the form of mini-lessons, guided practice, cooperative learning, independent practice and one-on-one conferencing with the teacher.

Reading instruction during the balanced literacy block uses Reading Workshop and Guided Reading to deliver explicit and differentiated reading instruction, as well as independent reading practice. During this time instruction focuses upon six core comprehension strategies (making connections, asking questions, visualizing, inferring, determining importance and synthesizing information) as well as decoding skills (print conventions, phonemic awareness, and phonological awareness).

In addition to reading leveled texts, students are provided with opportunities to utilize trade books, high interest nonfiction texts, newspapers and magazines and other forms of printed material. Instructional practices that support dialogue and critical thinking (i.e. literature circles, Socratic seminars, learning logs, jigsaws) are encouraged throughout the balanced literacy block.

Students are also provided with numerous opportunities to gain proficiency in writing for various purposes and audiences in Writing Workshop. Students use the writing process (brainstorming/ prewriting, multiple drafts, revision with critique, editing and publishing) to create informative, entertaining, or persuasive and literary pieces. Through the use of models and exemplars, students develop an understanding of quality writing and are expected to produce multiple drafts and assess each draft against rubrics and exemplars. Additionally, students use critique protocols to receive feedback and to revise their work.

The core program in English/Language Arts and Math at TCGDC is EngageNY, a curriculum aligned to the Common Core State Standards. The modular structure of EngageNY allows for teachers to build thematic units. The lesson plan template requires the driving question from the thematic unit and the aligned standard from the Common Core. Teachers then differentiate instruction based on data from the iReady Diagnostic along with student work samples. In addition, the teachers utilize the Ready curriculum from Curriculum Associates to provide needed supplemental skills. Small group instruction is a critical aspect of the delivery program. Special educators push into the classroom and do pullout to provide targeted instruction. Teachers implement differentiated instructional practices to meet the needs of students who are substantially below grade level in reading and math. Instructional materials and resources are differentiated to meet the Lexile ranges (iReady) and include articles, novels, journals, close reading, internet articles, websites, remedial reading programs and educational software.

## **ASSESSMENT IN BALANCED LITERACY**

In collaboration with specialists, teachers systematically assess student progress and track the growth of individual students. This is done by utilizing rubrics, keeping running records, conferencing with students, administering standards-based assessments, analyzing standardized test data and using recording forms and reader-response journals to document growth over time.

## **INTERVENTIONS**

TCGDC utilizes a three tiered intervention program. Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. Through professional development opportunities, teachers are trained to analyze data from assessments given in class. Teachers work with coaches to plan next steps and utilize instructional resources accordingly. Teacher assistants are fully involved in the planning and collaboration process as possible. Teacher Assistants assist students when students require remediation and feedback to the teacher to develop an action plan when necessary.

Tier 2 instruction is characterized by small group instruction (composed of three to six students), meeting three to four times each week for 30 to 60 minutes each, for nine to twelve weeks. The needs of these students are identified through the assessment process and instructional interventions are delivered from the focus of the specific targeted needs. Remediation of the targeted skill is provided in the small group setting using supplemental interventions identified for students at risk of not meeting academic standards. Special educators utilize Leveled Literacy and Voyager to address student literacy. Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students), meeting daily for 30 to 60 minutes each, for nine to 12 weeks. Tier 3 students are considered to be at high risk for failure and if they are not responsive to an intensive, specific intervention may be candidates for identification as having special education needs. Supplemental interventions for students at high risk are provided at this level. Tier 3 services are provided in self-contained settings as well as pullout sessions with special educators.

## **LITERACY IN QUESTS**

Within learning expeditions students are given opportunities to apply and review writing and reading skills and strategies developed in the balanced literacy block. Teachers integrate reading to teach content and to develop literacy skills. An anchor text(s) is chosen for read-aloud to help teach expedition content and protocols are used for structured discussions on expedition-related articles and texts. Additionally, learning expeditions include written projects and products that are generated through the writing process.

## **MATHEMATICS**

Learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. In Project-Based Learning (PBL) schools mathematics is taught in an inquiry-based manner as emphasized by the Common Core Standard. The PBL approach focuses on big mathematical ideas, high quality student work, and structures for teaching math within and outside of learning expeditions. TCGDC math teachers invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to become metacognitive about their strategies. Teachers cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. Math class is often conducted as a workshop. It begins with a complex problem, and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies, and a synthesis of the day's learning. This sequence ensures that students are doing the thinking. We are using Engage NY as the core curriculum resource for Math instruction. The use of manipulatives in mathematics provides students with concrete examples of mathematical concepts and hands-on learning experiences.

## **SCIENCE AND SOCIAL STUDIES**

At The Children's Guild DC Public Charter School, teachers use learning expeditions and projects, problem-based content, and interactive instructional practices to foster inquiry in science and social studies. These disciplines are taught through learning expeditions that focus on big ideas rooted in content standards from the Next Generation Standards and the C3 State Social Studies Standards. Science and Social Studies instruction at TCGDC will require students to think, write, and research like

social scientists or scientists, and to use the tools of inquiry specific to the disciplines studied. The in-depth investigations of science and social studies expeditions will focus on issues and problems that promote inquiry. Teachers will use instructional practices that invite curiosity and train students in inquiry.

## **HEALTH AND PHYSICAL EDUCATION**

The Children’s Guild DC Public Charter School believes that students must be healthy in order to learn and reach their full potential. As a school we consciously promote health and wellness, through nutritious meals that will be provided during breakfast, lunch and a snack featuring fresh fruit. The physical education and health curriculum emphasizes developing and practicing strategies for healthy living through interactive participatory lessons. We believe strongly that students, just like adults, need a balance of both physical and mental activity, and to spend time in outside environments. Students will spend time in outdoor activities throughout the year, unless it is raining or there are extreme temperatures.

## **ARTS INTEGRATION**

The arts will be fully integrated into the scholastic program with the goal of encouraging creative expression, arts appreciation, and a positive sense of self. Classroom teachers will use the arts in workshops and learning expeditions as a means for helping students learn about society, culture, history, science and the human experience. Many of our projects ask students to work in an artistic medium such as drawing or painting, drama, architectural rendering, etc. Every student is involved in arts and music during their time at our school. This work in the arts often inspires students to care about their work, and helps them see their growth over time. We believe that the arts are for everyone. We integrate the arts into almost all of the work we do.

## **SERVICE LEARNING**

The Children’s Guild DC Public Charter School is deeply committed to contributing to the wider community. Many of our learning expeditions will have a service component, in which students learn the value of giving back to others.

## **MORNING MEETING**

Each morning every student in the building is involved in a Morning Meeting structure. This structure is designed to provide students with a daily opportunity to interact with grade-level peers and faculty in a way that promotes positive relationships, creates a sense of belonging, teaches students to value differences, and helps the group work together creatively. In addition to developing community, the Morning Meeting structure helps students understand and set realistic and rigorous character and academic goals while providing them ample opportunities to grow towards those goals. It is expected that all students attend their Morning Meeting, as they are seen as a vital component to the overall program at TCGDC.

## **PARENT ENGAGEMENT**

Families are vital partners in their children’s education and in the life of the school. We count on our student’s families to attend all school conferences and exhibitions of student work. Caretakers are also counted on to check homework, go over all progress reports, and make sure students are reading at least 20 minutes each night. Families have a voice in school governance and are strongly encouraged to get involved by attending The Children’s Guild DC Public Charter School board meetings the second Monday of the month, joining us on trips into the community, offering their expertise to enrich our lessons, or come and check-in with their child during the day. The school administration and faculty maintain communication through a number of different venues including Living Tree, newsletters, E-mail, personal phone calls and individual conferences.

Family members are encouraged to participate in the daily life of their child's classroom. The Children's Guild DC Public Charter School welcomes family members as volunteers to work with individual students or small groups under the direction of the classroom teacher. Parents will be encouraged to assist with lunch, class projects, reading with students, and/or sharing personal strengths, hobbies, jobs, etc.

## School Performance

The Children’s Guild DC Public Charter is committed to high achievement for all students. In addition, it is the mission of TCGDC to prepare students to be productive members of society. This is achieved through the deliberate application of proven methods to reach all students. TCGDC purposefully addresses students across the spectrum of academic and behavioral gifts and challenges.

TCGDC understands that systems must be in place to achieve desired outcomes. These systems include a supportive culture for students and families, a stable and experienced staff, processes for utilizing data, instructional accountability and deep professional development.

### STUDENT ENROLLMENT

The Children’s Guild DC Public Charter recruited students across the district with a special emphasis on Wards 7 and 8. The school, while located in Ward 5, drew a majority of students from Wards 7 and 8 (64%). In addition, the school attracted many students with special needs (46% of the students were identified with a disability, 25% homelessness, 69% direct certification for Free and Reduced Lunch,) and poor academic performance, many of which entering at two to three grade levels below.

Student enrollment was very stable this school year. Considering the transitory nature of the students who attend the school, TCGDC saw ten students withdraw between the enrollment count day and the end of the school year. Student withdrawals were related to transient housing and placement in out of state housing.

Student enrollment for the 17-18 school year exceeded the enrollment from the 16-17 school year.

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

Audited October 5 enrollment: 375

Grade	PK3	PK4	KG	1	2	3	4	5	6	7	8
Student Count			20	29	43	34	57	64	47	40	41

Total number of instructional days: 180 instructional days

Month	Full Days	Partial Days	Total Days
August	7	1	8
September	15	4	19
October	15	4	19
November	13	4	17
December	12	3	15
January	14	4	18
February	14	4	18
March	13	2	15
April	15	4	19
May	17	5	22
June	8	2	10
<b>Total Days</b>	<b>143</b>	<b>37</b>	<b>180</b>
<b>Total Hours</b>	<b>1001</b>	<b>166.5</b>	<b>1167.5</b>

# The Children’s Guild DC Public Charter School Goals and Academic Achievement Expectations

The School Corporation has selected the following as its academic achievement expectations and goals:

**1. To ensure that all students receive the support necessary to meet or exceed the curriculum standards and acquire the life skills necessary to be college and career ready, as evidenced by:**

## iReady Assessment Reading

### Reading

Annually, 50% of students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady reading assessment.

**Not Met: 36%**

Annually, 50% of special education students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady reading assessment.

**Not Met: 35.3%**

### Progress towards Goals

iReady is a computer-adapted assessment that determines both grade level performance, based on a correlation with PARCC. In addition, iReady projects a growth based on a national sample by grade. As a whole, students did not meet the target of 50% of the students meeting their target. For the population as a whole, the percentage of students meeting the target decreased from 43.6% to 36.0%. Students with disabilities also did not meet the target. The percentage of special education students meeting the target decreased from 48.0% to 35.3%.

A small percentage of students did make some progress over the course of the year, moving from 2 or more grade levels below to one grade level below.

TCGDC is committed to providing high quality interventions to students in regular and special education. The low entry levels of students and unstable living environments continue to be a challenge for providing consistent targeted instruction to students.

Reading			
Date	On or Above Grade Level	One Grade Level Below	Two or More Grade Levels Below
<b>Spring 2018</b>	29.6%	20.9%	20.1%
<b>Fall 2017</b>	18.5%	34.2%	20.5%

In terms of student growth, iReady measures the growth in standard scores as compared to a national sample. Grades 3 through 8 exceeded the mean national growth rate. Highlighted growth in the table below exceeded the national average.

### Reading

Grade	K	1	2	3	4	5	6	7	8
<b>Average of Diagnostic Gain</b>	29	25	17	26	15	19	18	14	15

### iReady Math

Annually, 50% of students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady math assessment.

**Not Met: 48.4%**

Annually, 50% of special education students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the iReady math assessment.

**Not Met: 53.2**

#### Progress towards the goals:

Performance in math is tightly aligned to the Common Core State Standards. Teachers employ the EngageNY curriculum, but supplement with the Ready materials as a tier one intervention. In addition, students utilized the Ready instructional program to reinforce skills. The percentage of students meeting targets remained the same from the previous year, and students with disabilities meeting the targets increased from 41% to 53.2%. Much work is needed to move students to proficiency. TCGDC was able to move students from two grade levels below at the beginning of the year to one grade level below. In addition, we saw an increase in the number of students at proficiency on Ready. Diagnostic gains were approaching the national median and exceeded the national median in fifth grade.

### Math

Date	<u>On or Above Grade Level</u>	<u>One Grade Level Below</u>	<u>Two or More Grade Levels Below</u>
<b>Spring 2018</b>	15.8%	33.2%	51.1%
<b>Fall 2017</b>	3.6%	31.8%	64.6%

In terms of student growth, iReady measures the growth in standard scores as compared to a national sample.

### Math

Grade	K	1	2	3	4	5	6	7	8
<b>Average of Diagnostic Gain</b>	39.3	30.5	17.5	20.3	27.8	23.7	12.5	15.7	15.9

## State Assessment

### English/Language Arts

Annually the percent of level 1 and level 2 (combined) special education students at Children's Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in reading will exceed the percent of level 1 and level 2 (combined) special education students scoring level 3 and above for the reading assessment statewide.

**School Rate: 20.8%**

Annually the percent of level 3 and level 4 (combined) special education students at Children's Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in reading will exceed the percent of level 3 and level 4 (combined) special education students scoring level 3 and above for the reading assessment statewide.

**School Rate: 6.3%**

Annually the percent of level 1 and level 2 (combined) special education students at Children's Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in reading will exceed the percent of level 1 and level 2 (combined) special education students scoring level 4 and above for the reading assessment statewide.

**School Rate: 8.3%**

Annually the percent of level 3 and level 4 (combined) special education students at Children's Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in reading will exceed the percent of level 3 and level 4 (combined) special education students scoring level 4 and above for the reading assessment statewide.

**School Rate: .09%**

Annually the percent of non-special education students in grades 3 through 12 scoring level 3 or above on the state assessment in reading will exceed the percent of non- special education students city-wide scoring level 3 or above on the state assessment in reading.

**School Rate: 32.5**

Annually the percent of non-special education students in grades 3 through 12 scoring level 4 or above on the state assessment in reading will exceed the percent of non- special education students city-wide scoring level 4 or above on the state assessment in reading.

**School Rate: 4.2%**

Third		ELA				
PERFORM	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Exceeded	(750-850)	3.2%	5.0%	0.0%	29.0%	41.0%
Exceeded	(790-850)	0.0%	0.0%	0.0%	2.0%	5.0%
Met	(750-789)	3.2%	5.0%	0.0%	27.0%	36.0%
Approached	(725-749)	10.0%	19.0%	10.0%	24.0%	23.0%
Partially Met	(700-724)	16.0%	16.0%	13.3%	20.0%	17.0%
Not Met Yet	(650-699)	71.0%	60.0%	76.7%	27.0%	20.0%

Fourth						
PERFORM	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Exceeded	(750-850)	2.6%	6.0%	2.0%	34.0%	44.0%
Exceeded	(796-850)	0.0%	0.0%	0.0%	8.0%	11.0%
Met	(750-795)	2.6%	6.0%	2.0%	26.0%	33.0%
Approached	(725-749)	26.0%	23.0%	10.0%	26.0%	25.0%
Partially Met	(700-724)	24.0%	37.0%	34.0%	23.0%	18.0%
Not Met Yet	(650-699)	47.0%	35.0%	54.0%	18.0%	13.0%

Fifth						
PERFORM	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Exceeded	(750-850)	8.0%	2.0%	1.6%	34.0%	43.0%
Exceeded	(790-850)	0.0%	0.0%	0.0%	3.0%	5.0%
Met	(750-789)	8.0%	2.0%	1.6%	31.0%	38.0%
Approached	(725-749)	4.0%	20.0%	14.5%	26.0%	26.0%
Partially Met	(700-724)	36.0%	32.0%	37.1%	23.0%	19.0%
Not Met Yet	(650-699)	52.0%	46.0%	46.8%	17.0%	12.0%

Sixth Grade						
PERFORM	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Exceeded	(750-850)	3.4%	3.0%	2.2%	29.0%	41.0%
Exceeded	(790-850)	0.0%	0.0%	0.0%	5.0%	8.0%
Met	(750-789)	3.4%	3.0%	2.2%	24.0%	33.0%
Approached	(725-749)	14.0%	13.0%	15.6%	27.0%	28.0%
Partially Met	(700-724)	38.0%	26.0%	20.0%	27.0%	20.0%
Not Met Yet	(650-699)	45.0%	58.0%	62.2%	17.0%	11.0%

Seventh						
PERFORM	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Exceeded	(750-850)	0.0%	5.0%	6.1%	36.0%	47.0%
Exceeded	(790-850)	0.0%	0.0%	0.0%	10.0%	16.0%
Met	(750-789)	0.0%	5.0%	6.1%	26.0%	31.0%
Approached	(725-749)	31.0%	19.0%	3.0%	22.0%	23.0%
Partially Met	(700-724)	25.0%	14.0%	39.4%	20.0%	16.0%
Not Met Yet	(650-699)	44.0%	62.0%	51.5%	21.0%	14.0%

Eighth						
PERFORM	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Exceeded	(750-850)	0.0%	0.0%	7.9%	32.0%	44.0%
Exceeded	(790-850)	0.0%	0.0%	0.0%	6.0%	11.0%
Met	(750-789)	0.0%	0.0%	7.9%	26.0%	33.0%
Approached	(725-749)	29.0%	10.0%	21.1%	26.0%	24.0%
Partially Met	(700-724)	29.0%	33.0%	18.4%	21.0%	17.0%
Not Met Yet	(650-699)	41.0%	57.0%	52.6%	21.0%	16.0%

### Progress towards the goals:

While TCGDC is making improvements in overall performance, the performance below the school's expectation. A closer examination of the formatting of the state assessment in regards to how material is constructed and assessed in daily classroom instruction is a focus for this school year. TCGDC remains committed to moving students up in proficiency levels.

## Math

Annually the percent of level 1 and level 2 (combined) special education students at Children's Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in math will exceed the percent of level 1 and level 2 (combined) special education students scoring level 3 and above for the math assessment city-wide.

**School Rate: 12.5%**

Annually the percent of level 3 and level 4 (combined) special education students at Children's Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in math will exceed the percent of level 3 and level 4 (combined) special education students scoring level 3 and above for the math assessment city-wide.

**School Rate: 7.14%**

Annually the percent of level 1 and level 2 (combined) special education students at Children's Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in math will exceed the percent of level 1 and level 2 (combined) special education students scoring level 4 and above for the math assessment city-wide.

**School Rate: 0%**

Annually the percent of level 3 and level 4 (combined) special education students at Children's Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in math will exceed the percent of level 3 and level 4 (combined) special education students scoring level 4 and above for the math assessment city-wide.

**School Rate: .89%**

Annually the percent of non-special education students in grades 3 through 12 scoring level 3 or above on the state assessment in math will exceed the percent of non-special education students city-wide scoring level 3 or above on the state assessment in math.

**School Rate: 30.0%**

Annually the percent of non-special education students in grades 3 through 12 scoring level 4 or above on the state assessment in math will exceed the percent of non-special education students city-wide scoring level 4 or above on the state assessment in math.

**School Rate: 3.3%**

Third		Math				
PERFORN	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Excd	(750-850)	3.2%	28.0%	6.7%	41.0%	43.0%
Exceeded	(790-850)	0.0%	2.0%	0.0%	9.0%	11.0%
Met	(750-789)	3.2%	26.0%	6.7%	32.0%	32.0%
Approach	(725-749)	16.0%	28.0%	16.7%	24.0%	25.0%
Partially M	(700-724)	29.0%	16.0%	33.3%	21.0%	20.0%
Not Met Yr	(650-699)	52.0%	28.0%	43.3%	14.0%	13.0%

Fourth		Math				
PERFORN	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Excd	(750-850)	2.7%	0.0%	3.9%	34.0%	38.0%
Exceeded	(796-850)	0.0%	0.0%	0.0%	3.0%	5.0%
Met	(750-795)	2.7%	0.0%	3.9%	31.0%	33.0%
Approach	(725-749)	5.0%	17.0%	23.5%	28.0%	27.0%
Partially M	(700-724)	35.0%	40.0%	13.7%	24.0%	22.0%
Not Met Yr	(650-699)	57.0%	42.0%	58.8%	15.0%	14.0%

Fifth		Math				
PERFORN	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Excd	(750-850)	0.0%	2.0%	1.6%	34.0%	37.0%
Exceeded	(790-850)	0.0%	0.0%	0.0%	4.0%	7.0%
Met	(750-789)	0.0%	2.0%	1.6%	30.0%	31.0%
Approach	(725-749)	16.0%	12.0%	16.1%	26.0%	27.0%
Partially M	(700-724)	44.0%	49.0%	48.4%	23.0%	22.0%
Not Met Yr	(650-699)	40.0%	37.0%	33.9%	16.0%	14.0%

Sixth Grade		Math				
PERFORN	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Excd	(750-850)	0.0	0.0	0.0	21.0	32.0%
Exceeded	(790-850)	0.0	0.0	0.0	2.0	5.0%
Met	(750-789)	0.0	0.0	0.0	19.0	27.0%
Approach	(725-749)	10.0	16.0	8.9	28.0	28.0%
Partially M	(700-724)	48.0	43.0	20.0	31.0	26.0%
Not Met Yr	(650-699)	41.0	41.0	71.1	20.0	14.0%

Seventh		Math				
PERFORN	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Excd	(750-850)	0.0%	0.0%	0.0%	25.0%	33.0%
Exceeded	(790-850)	0.0%	0.0%	0.0%	3.0%	4.0%
Met	(750-789)	0.0%	0.0%	0.0%	22.0%	29.0%
Approach	(725-749)	19.0%	16.0%	15.2%	28.0%	30.0%
Partially M	(700-724)	56.0%	49.0%	42.4%	31.0%	26.0%
Not Met Yr	(650-699)	25.0%	35.0%	42.4%	16.0%	11.0%

Eighth		Math				
PERFORN	Range	15-16	16-17	17-18	DC Charter	PARCC
Met or Excd	(750-850)	0.0%	0.0%	0.0%	26.0%	26.0%
Exceeded	(790-850)	0.0%	0.0%	0.0%	3.0%	3.0%
Met	(750-789)	0.0%	0.0%	0.0%	23.0%	23.0%
Approach	(725-749)	12.0%	5.0%	7.9%	19.0%	24.0%
Partially M	(700-724)	24.0%	19.0%	26.3%	24.0%	24.0%
Not Met Yr	(650-699)	65.0%	76.0%	65.8%	31.0%	27.0%

**Progress towards the goal:**

Much work continues to be a need in the intermediate and middle school grades to achieve proficiency levels. The leading indicator, iReady, predicted a higher percentage of students scoring at the proficient level. This suggests that there is poor alignment between classroom instruction and the expectations of the state assessment. Teachers will plan appropriate rigor in collaborative planning to address the issue.

## Attendance

Annually, the in-seat attendance rate will meet or exceed 90%.

**Not Met: In-Seat Attendance: 86.92%**

**Average Daily Attendance: 91.38%**

Average daily attendance counts students who are present, or who have an “excused absence”. The in-seat attendance rate, on the other hand, only counts students who are in school. Any absence, whether excused or unexcused, is treated the same.

**Progress towards the goal:**

TCGDC created a climate in which students wanted to attend school. This was a result of providing a safe and supportive environment. TCGDC convened a Care Team that examined data weekly, including attendance issues. In addition, a Parent Liaison was added, ensuring that families were supported. TCGDC provided food and clean clothes for children, eliminating barriers to poor attendance. Family outreach was critical. Most students travel a distance so transportation was provided by the school. TCGDC aligned the school calendar to match the District of Columbia Public School Calendar, which provided more consistency in student attendance.

Below are the tables for Average Daily Attendance.

Month	Attendance
August	90.7%
September	90.75%
October	90.72%
November	88.76%
December	84.92%
January	87.88%
February	92.14%
March	88.67%
April	97.86%
May	98.68%
June	99.69%
Total	91.38%

Grade	Percent Present
K	84.21
1	92.89
2	88.17
3	94.31
4	91.53
5	89.19
6	93.47
7	90.77
8	90.35
Total	90.70

**The Children’s Guild DC Public Charter seeks to create a safe, academically and socially-rich environment that enables students to utilize creative expression, be self-disciplined and make learning a life-long process as evidenced by:**

### **Student Discipline**

Annually, the school’s rate for suspensions, long-term suspensions and expulsions will be lower than the rates for the state in the following categories: general education students and special education students.

**General Education**

**Not Met: Suspension Rate: 9.6%; Charter Sector: 5.7%**

**Special Education**

**Not Met: Suspension Rate: 48%; Charter Sector: 15.0%**

**Met: Expulsion Rate: 0.0%**

**Student Promotion Rate: 99.6%**

**Progress towards the goal:**

Student suspensions peaked in October as the school implemented systems to manage student behavior. December saw a significant decrease in suspensions and that rate remained constant through the spring. Student discipline referrals also saw a decline in the winter months as the systems to manage student behavior became more effective. The use of the Student Support Center became institutionalized as teachers and support staff worked together to manage student issues. As the new school year starts, all systems are operating at efficiency and effectiveness.

<b>Month</b>	<b>Suspensions 2016-17</b>	<b>Suspensions 2017-18</b>
September	10	2
October	7	9
November	11	4
December	8	5
January	11	4
February	8	3
March	9	3
April	4	5
May	6	6
June	0	0
<b>Total</b>	<b>74</b>	<b>41</b>

**The Children’s Guild DC Public Charter seeks to partner with parents, guardians, and the community as learning resources, as evidenced by:**

## The National School Climate Survey for Parents

Annually, the mean score on (the domains of Connectedness and Engagement will be 4.0 or higher on a scale of 1 (Strongly disagree) to 5 (strongly agree)).

**Met: 3.71 on a scale of 1 to 5.**

### **Progress towards the goal:**

The number of parent respondents was very low despite significant attempts to do outreach. The school is searching for ways to make the survey more accessible. There were several events in the spring that were highly regarded by the parents in terms of attendance and connectedness, but the administration of the survey was not successful due to a lack of engagement around survey completion. Parents are very receptive to participating in surveys, but have a preference of completing via articulation. Connectedness was one of the higher parent scores, placing third out of 11 scores.

## Gallup Poll

Annually, the grandmean of students will meet or exceed the national grandmean on the “Hopeful” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Hope is defined as the ideas and energy students have for the future.

**Met: 4.41 National Grandmean: 4.20**

Annually, the grandmean of students will meet or exceed the national grandmean on the “Engagement” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Engagement is defined as the involvement in and enthusiasm for school.

**Not Met: 4.11 National Grandmean: 3.85**

### **Progress Towards the Goal:**

The overall survey results were strong. In addition to outperforming the national grandmean in Hope, the TCGDC students continue to outperformed the national sample in Entrepreneurial Aspiration and Financial Literacy. The continually works to develop a sense of identity and community within the school with multiple events and tactics that enhance student well-being.

## Lessons Learned and Actions Taken

The Children's Guild DC Public Charter has a mission to serve all students in the district including students with unique needs. The school has created a strong climate that is safe and supportive for students. This was accomplished by deploying social workers to work directly with students during the school day, provide wrap around services to families, hiring a parent liaison and selecting staff that is committed to working with an urban population who have not had positive school experiences socially, emotionally, and/or academically. An aggressive professional development plan tied climate and instructional efficacy by employing Whole Brain Teaching, which focuses on student engagement using the three learning modalities, builds relevance, and serves as a common vehicle for helping teachers make connections with students. Whole Brain Teaching provided not only a common language among the staff and students, but consistent protocols that were melded with solid instructional practice. In addition, it was evident that the staff needed to be supported both emotionally and instructionally. The staff implemented several protocols in which a feeling of shared responsibility and mission, as well as continued support at a personal level resulted in a collaborative and supportive environment. In effect, the school had to create a supportive environment for both children and staff.

### Teacher Capacity

The key to student success is teacher capacity. This includes teacher recruitment and engagement, developing a growth mindset for children, creating a supportive environment, employing instructional practices that are effective with the identified population and a deep knowledge of the content and standards. This capacity is developed through instructional coaching. TCGDC has an aggressive three part development plan for teachers. The parts include practices that are developed for the whole staff, practices that are specific to the content at a grade level and practices specific to individual teachers.

In addition to Whole Brain Teaching, the staff focused on the use of data in instructional planning. The school utilizes iReady as a diagnostic and intervention tool. Teachers must cite data in their planning process. The teachers are dividing directly into unpacking the standards in literacy and mathematics. This third initiative will have the greatest impact on raising performance.

The grade group meetings focus on content knowledge, interpreting and unpacking the standards and instructional moves that are appropriate to student data. These meetings are led by the instructional coach and the academic dean. Grade groups meet weekly to plan lessons that are rigorous and tied to the grade level standards. In addition, the lessons include differentiation for students with specific needs.

The administrative team and academic coaches perform structured learning walks in classrooms and then debrief. The debriefing drives the agenda for the weekly grade group meetings. However, specific teacher weaknesses are identified. Teachers receive specific feedback to improve classroom practices and improve student outcomes. The staff is divided into three groups: those requiring substantial assistance, those requiring some assistance and those who are master teachers and can serve in leadership roles. Administrators and academic deans will then meet with individual teachers to hone their practice.

Highly effective teaching is the result of the recruitment, development, and retention of staff. TCGDC utilizes multiple sources to recruit highly effective teachers. The school advertised on national websites. In addition, the school participates in job fairs in the mid-Atlantic region. The school also hosted its own job fair in the spring. The school has established relationships with local colleges and universities. In addition, the school utilizes its network in the metropolitan area to attract teachers. Two partnership were developed with Teach for America and Urban Teachers, which supports our

school with pipeline development. Specifically, the school seeks candidates with experience in urban settings, with high academic performance and expertise in managing students with disabilities.

The development of staff is achieved through both a robust professional development plan and a teacher evaluation system. The school holds professional development every Wednesday afternoon on school-wide initiatives. In addition, coaches work with grade group teams twice a week. These sessions are specific the content and to instructional moves directly impacting students based on best practices and student data. Teachers identified as needing additional support meet one on one with the assistant principal and the academic coach.

TCGDC adopted a teacher evaluation model based on the Danielson Teaching and Learning Framework. Domains include: Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities. In addition, the teacher evaluation model includes student progress and data from surveys and discipline referrals. The visitations, recording data and providing feedback to teachers. Teachers are identified as needing support or intensive support. Support is provided by the administrative team and the coaches. Formal observations follow the classroom visits, and teacher progress is documented. Under-performing teachers are dismissed from their positions if they are not making sufficient progress to their goals.

As the school has started and is growing, it is essential to get highly effective teachers, but also teachers who buy into the school mission and work ethic. The administration understands that selecting and retaining the right teachers is critical to mission success. TCGDC offers competitive salaries but more importantly, it offers opportunities for growth and innovation in the instructional space. The school team openly shares responsibility and opportunities for growth, allowing teachers distributed leadership opportunities. In addition, the school has created a support climate for the adults with daily engagement in the mission and purpose of the school. Attracting and retaining highly effective teachers remains a critical aspect to the success of the school.

### **Student Support**

The school employs three systems for the identification of students with needs in a tiered approach. The first level is at the grade group level, which is chaired by the assistant principal and includes grade level teachers and special educators. Lessons are developed to differentiate for students. The grade group team also tracks response to intervention data that is specific to each child. Many of the students at TCGDC require substantial interventions for academic and behavioral support. Initial assessment requires a census administration of iReady, which is a computer adapted program that provides diagnostic information. In addition, state assessment scores and student work samples are examined. In addition, teachers and support staff collect information on student behavior including their emotional stability. Teachers collect anecdotal notes on students. Teacher assistants and therapeutic behavior aides also document student behavior. Teacher lesson plans require the citation of data prior to developing a lesson.

Students requiring additional assistance are referred to the Student Support Team (SST), which serves as a second tier of identification and response. The team requires data on academic performance, behavior, organizational skills and mental health observations. At this meeting, the team determines specific intervention plans for specific students. The interventions are tailored to the students with regular cycles of data review for efficacy the team can mobilize resources from the school and deploy and schedule students for interventions. The deployment of resources and changes in staff schedule to accommodate students requires a systemic approach, with approval from the principal. The SST can also refer students directly to the IEP team if a disability is suspected. If the student already has a disability, then there is an immediate referral to the IEP team for a review of the child's program.

The third tier of review and identification occurs with the CARE Team. The CARE Team looks at aggregate data including attendance, discipline referrals, family crisis, counseling notes, and data sheets compiled by Therapeutic Behavior Assistants (TBAs). These data sheets track individual student performance and behavior on a regular time interval. This level of data scrutiny allows for the providers of service to look at both individual students and families. In addition, this systemic look at aggregated data can identify teachers who may need additional support. The CARE Team can also mobilize school resources to support a child, a family or a teacher.

Parents may also present concerns to the teacher or to student support personnel. Parent concerns are addresses immediately by the teacher. However, requests for additional support are automatically sent to the SST agenda.

## **Unique Accomplishments**

The Children’s Guild DC Public Charter has established a unique and supportive environment for students. This environment begins with the creation of a visual impact throughout the school that honors the hopes and dreams of children. Children can see themselves in the murals and art work and it allows them to envision hope and purpose. Coupled with this is the development of a mindset of the staff that is truly committed to the well-being of each child. Teachers calibrate their commitment daily through a creative concept called Culture Card. Each day the staff reviews a “wisdom principle” that hones the mindset of the staff. Staff then shares anecdotes that highlight the wisdom principle in their interactions with students. The staff draws energy and support from the group, developing a resolve and commitment to the work. In addition, the principal uses daily communication to reinforce systems that ensure student success.

These efforts have created an atmosphere in which students feel as part of a community. Each class has a community meeting daily, in which students participate in the active construction of the concept of community. Community is also reinforced with many activities designed to highlight accomplishments and involve parents in the school culture. These include honor roll assemblies, holiday events, choral concerts, days at the park and breakfast with parents. Instructionally, the theme of community is reinforced through project-based learning. Students grapple with issues of the environment and supporting others. In addition, the staff provides multiple opportunities for the students to engage with learning outside of the school, including participation in events that highlight student thinking and engagement with the greater community.

TCGDC has also created a haven to address student and family issues. Staff is trained in de-escalation and mediation protocols. A student support center allows students the opportunity to debrief and regroup. In addition, multiple social workers are assigned to address mental health issues. The school maintains a supply of coats and clothing for families and provides food for homeless families. This sense of support does not reside with one or two staff members, but is an integral part of the fabric of the school.

## Appendix A

### Staff Roster 2017-18

Name	Position Description
Abdussamadi, Sakinah	Teacher Assistant
Abdussamadi, Yasmin	Library Media Aide
Akers, Angelica	Teacher
Alexander, Iva	Speech Language Pathologist
Armstrong, Michael	Teacher Physical Education
Bentley, Montez	Therapeutic Behavior Aide
Blackmon, Nikisha	Assistant Principal
Braxton, Dominique	Teacher Assistant
Brooks, Kristen	School Counselor
Burnett, Jahnea	Therapeutic Behavior Aide
Butts, Stephanie	Therapeutic Behavior Aide
Caldwell, Monica	Teacher Special Education
Calhoun, Aaron	Therapeutic Behavior Aide
Calhoun, Karen	Therapeutic Behavior Aide
Camphor, Shelby	Therapeutic Behavior Aide
Carter, Franchesca	Teacher
Clark, Ebonnie	Teacher Special Education
Clemons, Shaniece	Therapeutic Behavior Aide
Cook, Darrin	Therapeutic Behavior Aide
Curtis, Isa	Therapeutic Behavior Aide
Daniels, Bryan	Principal DC Charter
Day, Mary	Food Service
De La Cruz, Bryan	Therapeutic Behavior Aide
Dillard, Dashawn	Lead Behavior Coach
Eaddy, Sorena	School Counselor
Edmonds, Kiara	Therapeutic Behavior Aide
Estep, Ronessa	Supervisor of School Operations
Ford, Margaret	Teacher Assistant
Ford, Precious	Therapeutic Behavior Aide
Foster, Kennise	Special Education Coordinator
Fuqua, Marcellina	School Social Worker
Giles, Melody	Student Recruitment Coord-Community Liaison
Gossin, Prisca	Teacher Assistant
Green Clarke, Cleopatra	Teacher Assistant
Gross, Breanna	Teacher Assistant
Harrington, Aeisha	Teacher Assistant
Hawkins, Shanay	Therapeutic Behavior Aide
Herbert, Kenede	Teacher Special Education
Holley, Sharlisa	Teacher Assistant
Hooper, Corinthians	Therapeutic Behavior Aide

Howard, Edwina	Teacher
Jackson, Andre	Therapeutic Behavior Aide
Jackson, Tanna	Supervisor of Special Education
Jefferson, Veronica	Teacher Assistant
Johnson, Daryl	Teacher Special Education
Johnson, Nicole	Therapeutic Behavior Aide
Johnson, Rosa	Teacher
Jones, Angela	Therapeutic Behavior Aide
Jones, Lynette	Teacher Special Education
Jones, Makia	Teacher
Jordan, Michael	Teacher
Knox, Kendall	Teacher
McDermott, Jalyn	Teacher Assistant
McGee, Solomon	Teacher Special Education
McRae, Cloyd	Maintenance Technician
Menjivar, Jose	School Facilities Coordinator
Moon, Heleena	Instructional Coach
Moore, Angel	Therapeutic Behavior Aide
Morton, Jessica	Teacher Assistant
Newlon, Aaron	Therapeutic Behavior Aide
Ngozi, Kamau	Teacher Assistant
Nicholson, Diray	Therapeutic Behavior Aide
Nickerson, Patricia	Behavior Coach
Nolon, Angelica	Teacher Assistant
Payen, Keyasha	Therapeutic Behavior Aide
Perry, Janae	Teacher
Peterson, Janei	Teacher
Phillips, Gregory	Behavior Coach
Posey, Ashley	Registrar
Quarles, Janay	Therapeutic Behavior Aide
Rashad, Elijah	Therapeutic Behavior Aide
Ray, Armani	Therapeutic Behavior Aide
Rich, April	Therapeutic Behavior Aide
Rickard, Lajeania	Food Service
Robinson, Cierra	Therapeutic Behavior Aide
Roy, Raina	Therapeutic Behavior Aide
Roy, Rosita	Teacher
Roy, Tiera	Teacher Assistant
Russell, Shantal	Teacher Assistant
Seales, Sedrick	Therapeutic Behavior Aide
Shepherd, Khalek	Behavior Coach
Singleton, Tonya	Teacher Special Education
Smith, Brittany	Therapeutic Behavior Aide
Smith, Danielle	Instructional Coach
Smith, Dedra	Teacher Assistant

Stanley, Glenn	Therapeutic Behavior Aide
Stidham, Brett	Assistant Principal
Thomas, Audrey	Teacher
Thomas, Ozelle	Food Service
Timus, Crystal	School Administrative Assistant
Turner, Kenneth	Teacher Assistant
Venable, Charise	Therapeutic Behavior Aide
Vernon, Ayana	Teacher
Walton, Sean	Teacher
Ward, Daphne	Teacher Special Education
Warf, Laurie	Teacher Special Education
Warren, Chapale	Therapeutic Behavior Aide
Williams Henry, Kierra	Teacher
Williams-Henry, Kevin	Teacher Assistant
Williams, Shon	Teacher Music
Willis, Brittany	Teacher
Wise, Alicia	Teacher Assistant
Womack, Shanita	Therapeutic Behavior Aide

**Qualifications**

- Professional Staff: 44
- Degreed Professional Staff: 33
- Master’s Degrees Professional Staff : 5
- Doctorate Degrees Professional Staff: 3
- Support Staff: 61
- Degreed Support Staff: 8
- Master’s Degrees Support Staff: 6

**Appendix B**  
**DC PUBLIC CHARTER SCHOOL BOARD SY 2017-18**

1. Dana Baughns  
Allegis Group  
Employment Law and Corporate Attorney  
7301 Parkway Drive  
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410 578 3797 direct  
443 977 8455 mobile [dbaughns@allegisgroup.com](mailto:dbaughns@allegisgroup.com)  
*District of Columbia Resident – Joined 2015*
2. LaTonia Cokely  
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[latonia@inspiredteaching.org](mailto:latonia@inspiredteaching.org)  
*Joined 2018*
3. John Ferguson, PHR  
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Monumental Sports & Entertainment  
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Office: 202-292-1045 Cell: 864-230-2580  
*District of Columbia Resident– Joined 2015*
4. Melody Giles  
202-699-6973  
[gilesm@childrensguild.org](mailto:gilesm@childrensguild.org)  
Regular Education Parent Representative\*  
*District of Columbia Resident – Joined 2016*
5. Cleopatra Green-Clark  
202-213-2418  
[Green-ClarkeC@ChildrensGuild.org](mailto:Green-ClarkeC@ChildrensGuild.org)  
Special Education Parent Representative\*  
*District of Columbia Resident – Joined 2016*
6. Lesley Nesmith MA, OTR/L, ATP  
Voice: 202-270-7928  
Email: [Mail2LesNes@gmail.com](mailto:Mail2LesNes@gmail.com)  
*District of Columbia Resident – Joined 2015*
7. Justin G. Reaves  
Mobile: 240-988-3071  
[jreaves21@gmail.com](mailto:jreaves21@gmail.com)  
*Virginia Resident – Joined 2016*
8. Imani Samuels  
612.978.1734  
[imanisanders@gmail.com](mailto:imanisanders@gmail.com)
9. Chris Zimmerman (**CHAIR**)  
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*District of Columbia Resident – Joined 2015*

**DC PUBLIC CHARTER SCHOOL BOARD**  
**17-18 School Year**

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## The Children’s Guild DC Public Charter School Board Terms

2015 - 2016	2015 – 2017	2015 – 2018	2016 - 2019
<ul style="list-style-type: none"> <li>▪ <i>Eligible for renominat</i></li> <li>▪ <i>in 2016</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Eligible for renominat</i></li> <li>▪ <i>in 2017</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Eligible for renomination</i></li> <li>▪ <i>in 2018</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Eligible for renomination</i></li> <li>▪ <i>in 2018</i></li> </ul>
John Ferguson (1)	Jawauna Greene (1)	Dana Baughns (1)	Justin Reaves (1)
Lesley Nesmith (1)	Michelle Musgrove (1)	Ross Litkenhous (1)	Melody Giles Parent Rep - Regular Ed
	Chris Zimmerman (1)	Cleo Green Parent Rep – Special Ed	

## **Appendix C**

### At-Risk Funding

At-Risk Funding is used to provide Social/Emotional Support to students including the use of Social Workers, behavior coaches and direct student support. The funds support staff positions.

**Appendix D  
SY 2017-18 Annual Report Campus Data Report**

<b>Source</b>	<b>Data Point</b>
PCSB	LEA Name: The Children's Guild DC PCS
PCSB	Campus Name: The Children's Guild DC PCS
PCSB	Grades served: K--8
PCSB	Overall Audited Enrollment: 375

**Enrollment by grade level according to OSSE's Audited Enrollment Report**

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Student Count</b>	0	0	20	29	43	34	57	64	47
<b>Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Altern-ative</b>	<b>Adult</b>	<b>SPED*</b>
<b>Student Count</b>	40	41	0	0	0	0	0	0	0

**Student Data Points**

School	<p align="center"><b>Total number of instructional days: 180</b> 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.</p>
PCSB	<b>Suspension Rate: 9.6%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.20%</b>
PCSB	<b>In-Seat Attendance: 86.7%</b>
PCSB	<p align="center"><b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b></p>
PCSB	<b>Midyear Withdrawals: 5.3% (20 students)*</b>
PCSB	<b>Midyear Entries: 1.1% (4 students)*</b>
PCSB	<b>Promotion Rate (LEA): 99.6%</b>

PCSB (SY16-17)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY16-17)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY16-17)	<b>Graduation Rates:</b> Not Applicable

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate:</b> 6% turnover.
School	<b>Number of Teachers:</b> 33
School	<b>Teacher Salary</b> 1. Average: \$58,879 2. Range -- Minimum: \$ 34,823                      Maximum: \$83,358

## Appendix E

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The Children's Guild DC Charter School  
FY19 Budget  
July 1 2018-June 30, 2019

**REVENUES**

	Per Pupil	5,018,691
	Special Ed	6,777,694
	SPED ESY	357,302
	LEP/NEP	31,332
	Facilities Allowance	1,468,350
	At Risk Students	840,240
<b>Total Local Revenues</b>		<b>14,493,609</b>
	Total Grants and Medicaid Services	965,524
<b>Total Federal Revenues</b>		<b>965,524</b>
<b>Total Revenues</b>		<b>15,459,133</b>

**EXPENSES**

	Total Personnel Expense	8,362,681
	Total Direct Student Expense	244,650
	Total Occupancy Expense	1,959,040
	Total Office Expense	404,050
	Total General Expense	3,678,282
<b>Total Ordinary Expense</b>		<b>14,648,703</b>
	Depreciation Expense	492,168
<b>Total Expenses</b>		<b>15,140,871</b>
<b>Surplus</b>		<b>318,262<sup>1</sup></b>

<b>The Children's Guild Public Charter School D.C. Campus Statement of Financial Position As of June 30, 2018 - (unaudited)</b>	<b>Unaudited FY 2018 - As of June 30, 2018</b>
<b>Assets:</b>	
Cash	\$ 1,113,031
Grant and operating accounts receivable	506,250
Prepaid expenses and deposits	218,021
Fixed assets - net	4,060,158
<b>Total Assets:</b>	<b>\$ 5,897,460</b>
<b>Liabilities and Net Assets:</b>	
<b>Liabilities:</b>	
Accounts payable	\$ 83,235
Accrued expenses	313,463
Due to The Children's Guild, Inc.	580,606
Deferred rent	4,269,480
<b>Total Liabilities:</b>	<b>\$ 5,246,784</b>
<b>Net Assets:</b>	<b>650,676</b>
<b>Total Liabilities and Net Assets:</b>	<b>\$ 5,897,460</b>

**List of Donors: Not Applicable. No donors have donated more than \$500.**