

RICHARD WRIGHT PUBLIC CHARTER SCHOOL FOR JOURNALISM AND MEDIA ARTS

OCTOBER 1, 2019 | LEA ANNUAL REPORT



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RICHARD WRIGHT PCS

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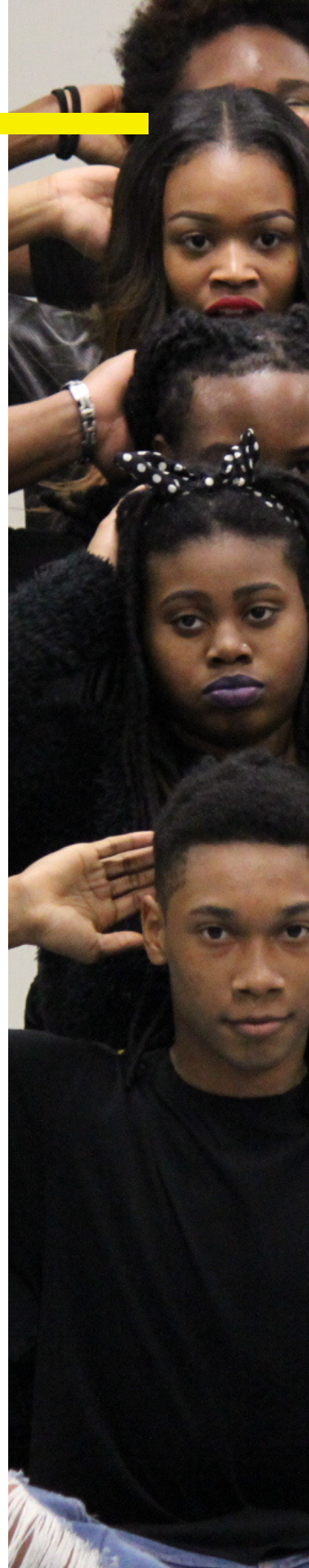
SCHOOL DESCRIPTION

According to Richard Wright school's student demographic information, it reveals that 98% of the students that attend Richard Wright Public Charter Schools are African American and 2% are Hispanic. Richard Wright continues to be the only public high school in the District of Columbia or the surrounding metropolitan area that focuses on a Latin Based Curriculum accented by a Journalism and Media Arts program.

Richard Wright Public Charter School (RWPCS) is an urban public high school that served approximately 300 students in grades 8th-12th during the 2018/2019 school year. RWPCS is located in the Southeast Quadrant of Washington, DC. Richard Wright Public Charter School serves a population of over 84.6% who are deemed at risk because of low socio-economic and academic challenges. This percentage is one of the highest populations served by one school in the entire school sector in Washington DC.

As a result of the challenges identified by the populations served and the research of the data revealed that there was definitely a strong need to address Reading, Math and Writing deficiencies within this population. The utilization of Latin as a means to build strong vocabulary, word usage, sentence structure has helped to decrease the educational gap in ELA and Mathematics. RWPCS also focused on word meanings through the use of Classical languages and Online Reading Software (i.e. Testourkids.com, Math 180 and Read 180) to support and help close the educational gap.

Richard Wright Public Charter Schools believes in charting academic success through internal mechanisms aimed toward documenting and evaluating student data. As a result of implementing these internal controls, Richard Wright Public Charter School has been recognized as a model of excellence for innovation from the Washington Informer, Copa Style Magazine, Near South East Community Partners, Capitol Community Foundation, H Street Community Development Corporation, Dream 2 Destiny TV Production, The Afro Newspaper and many others.



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SCHOOL DESCRIPTION

(CONTINUED)

The use of extended resources and supports (i.e. Engage New York, Extended Day Schedule, Saturday School, 10-day Internal Assessments, and Online Recovery), RWPCS continues to be successful in increasing reading and writing skills by infusing an additional class focused solely on enrichment. This was necessary based on the data revealed from assessments that an overwhelmingly large portion (72.8%) of our new student population were at least three grade levels below in reading and (78.2%) were three to four grade levels below in math. Ninety-six percent of our students reside in two quadrants of the District of Columbia.

RWPCS requires all students each year to take an assessment focused on all content academic areas with a particular emphasis on Math and Reading at the beginning of each academic school year. The purpose of these assessments beginning in September of the current school year are all aimed at addressing Reading, Writing and Mathematics deficiencies after the summer break. As a result of the high percentage of students that qualify for free/reduced lunch, RWPCS also receives Title I monies from the federal government because of the high percentage of students at or below the poverty level. Unfortunately, the students identified live in the quadrants which represent the largest population of people affected by low socioeconomic status and high illiteracy rates in the District of Columbia. Approximately 96.7% of Richard Wright's students receive free/reduced lunch. In addition to the economic challenges faced by the majority of students that attend Richard Wright, evidence shows that a vast majority of our students attended and have been educated in low performing schools their entire lives in the lower socioeconomic quadrants of the city.

Richard Wright Public Charter School continues to spearhead the safe passage program called "Man the Block" to support students in the District of Columbia get to and from school safe. www.ManTheBlock.org has garnered support from many stakeholders throughout the District and nationally calling for a need to support the safety of all young adults. close the educational gap.



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MISSION/VISION STATEMENT

MISSION

The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.



"REWRITING THE FUTURE, ONE STUDENT AT A TIME"

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SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Richard Wright Public Charter School's (RWPCS) Curriculum design is adopted and based on the highly noted Boston Latin School of Massachusetts. The curriculum design and academic model has been acclaimed for over 365 years. The Boston Latin School has maintained a strong curriculum centered in humanities. Its founders believed that "the good things are for the good of the soul." The Richard Wright Public Charter School's mission is to offer our students a curriculum centered in classic and modern languages. Boston Latin unequivocally supports our mission. We believe "the only good things are for the good of our students." The Curriculum is aligned with the National Common Core Standards and State Standards. These standards are intended to provide a framework for planning, implementation and expectations for student outcomes.

Richard Wright Public Charter School also provides a solid mix of 21st century technology and a full- fledged program focused on Journalism and Media Arts. At the end of each school year RWPCS showcases the talents of its students by presenting a Black Tie Gala for the entire city to see. View OCTFME's DKN coverage [here](#).

The Classic program at RWPCS exposes our young people to the ancient Greek and Roman traditions of human ideals. It uses the languages, literature, and art of the Roman/Greek civilizations to promote the following virtues: to heed one's impulse to self- interest, to live and treat others with dignity, and to participate responsibly in civic life. Through careful study of excellent thought, speech and deed from that ancient world, our students will acquire ways to understand themselves as human beings, who make sense of the present and conceive of a worthwhile future.

The Boston Latin's program of study was replicated by RWPCS because it is widely recognized for its ability to increase Reading comprehension and vocabulary development particularly with students from urban areas. These areas of Reading are essential and critical to the success of the students at Richard Wright. RWPCS reviews its curriculum bi-annually to ensure effective implementation of the Common Core State standards and all mandated standards locally and nationally.

The instructional approach that is utilized by RWPCS is an interdisciplinary approach that focuses on infusing Latin, Journalism, and Media Arts throughout each content area. The purpose of this design is to reinforce reading, writing, and technology skills. Our instruction mirrors the 21st century learner with fidelity. The impact of this instructional delivery approach has yielded improvements in the areas of reading and writing as well as a promotional rate of approximately 90.7%.



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SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH (CONTINUED)

The instructional approach at RWPCS is also designed with the understanding that the best student outcome is driven by a spirit of exploration and creativity. Students who feel passionate about their schoolwork are far more likely to retain what they have learned. At all grade levels and subjects, students are engaged in independent projects. Teachers' approach their lessons understanding, (1) The curriculum, is effective in preparing our students for future success. Our curriculum is a living document to be adjusted to add subjects to help our students meet with success and enhance creativity. (2) Teachers' present the relevancy of topics being studied. For example, students studying the causes of the Civil War may take a modern approach about what could lead to a civil war today in this country and the role of the media's coverage today compared to the role in the late 1800's. (3) Collaboration is most important in planning. For example, strategies can be shared along with best practices to meet with success. Collaboration is built in with weekly Professional Development.

Our students explore and apply principles of Character Education. For example, students might be encouraged to demonstrate how to create a caring school community by participating in collaborative learning activities with peers. Respect from all members of the RWPCS community is essential in maintaining a safe, environment conducive to learning. Students are challenged to delve deeply into the meaning and ramifications of these virtues. An advisor might challenge a student to develop his or her own personal moral code and how to apply it in complex situations.

RWPCS provides a strong academically-enriching and rigorous program that meets the needs of all of its students while impacting the community in a positive manner. Our students are involved in many activities which includes past visits to the White House, monthly book club meetings at the Library of Congress, performing at different functions (Band and Choir) in the DC area, participating in competitions such as The Aspen Challenge in which we took second place.

RWPCS' focus is to create great writers, journalists and productive citizens. Our students write for a local paper (The Capital News) and most recently for the Hill Rag. We also have a debate team. With these connections with journalism and social endeavors it empowers our students to become creative, innovative thinkers and learners at the highest level, regardless of their surroundings, ethnicity, socioeconomic status and prior education. Our educational program is designed to enhance creativity to ensure success in "transforming students in grades 8-12 into well-versed media contributors" and global learners.



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PARENT INVOLVEMENT EFFORTS

RWPCS focuses on the importance of open lines of communication and family involvement to sustain our students' educational journey. The overall success of our Parent Involvement programs are facilitated through "Open House" recruitment sessions, information sessions, and new student orientation. RWPCS continues to reinforce our mission, philosophy, goals, expectations, and efforts to successfully meet Adequate Yearly Progress (AYP). RWPCS ensures that parents are aware that teachers are highly-qualified according to HQT requirements. RWPCS staff is highly visible and vocal in informing parents of student achievements as well as challenges. In turn, we expect parents to hold us accountable for student success.

RWPCS is excited about the partnership that exists between the parents and school staff. This teamwork effort has afforded us the opportunity to establish a mutual respect and connection between all stakeholders. Teachers are required to contact parents regularly by phone or email about student progress and/or needed interventions. RWPCS teachers are expected to make weekly phone calls and record interactions in a log.

Information for parents will be delivered through the regular mail, email, and by students. Copies of communications are also available in the main office. RWPCS utilizes an online data system, for all communications and academic progress reporting of RWPCS data of any sort.

The atmosphere for parent-teacher conferences is inviting and relaxed. In addition to parent-teacher conferences, we conduct family listening forums monthly. The CEO/Head of School, Parent Community Liaison and other staff continually discuss strategies for parental involvement in the context of short and long-term RWPCS goals and expectations. RWPCS partners with community organizations that provide services such as continuing education, health and wellness information, job training, and public utility assistance, to help parents address issues that may be interfering with a child's success. In addition to this support, Parent surveys are administered throughout the year to plan, assess, and collect data.



OUR GOALS

- Increase Family Involvement
- Open Lines of Communication
- Partnership, Teamwork, and Accountability with All Stakeholders
- Mutual Respect and Connection

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NARRATIVE

The vision of the Department of Data and Assessment at Richard Wright Public Charter School is to establish a school culture that effectively uses data to support instructional decision making. It is a culture where data is used to adopt collective expectations for students' performance and transform student performance data into knowledge that can be used to inform and guide instructional decisions, as well as teaches students to examine their own data. In this data driven culture, data is the key element in our ongoing efforts to improve instruction throughout the school. Through ongoing collaboration with all stakeholders, the data plan is a very clear blue print which provides continued guidance on using data to support instructional improvement, as well as help to gain a deeper understanding of students' needs.

Richard Wright Public Charter School continues to transform data into useful information by continuing to implement Ten Day Assessments. Teachers create/establish the course-level student learning outcomes assessment, provide the student learning opportunities, and then assess the learning outcomes for the course. All Richard Wright PCS students take part in a 'Data Day' conference. On the assigned Data Day, students as well as teachers, work together to analyze content assessment data and its overall score. The objective is to build students' capacity to access and analyze their own data and use it effectively to reflect, set goals, and document growth. Teachers then meet with the Deputy CAO to review students' data to guide instructional changes and practices.

In order to address the schools immediate needs during the SY 18/19, the Reading Department and Director of Data instituted the use of a diagnostic benchmark reading test, Read 180 Scholastic Comprehension Program. The Summary Growth Report reflected substantial improvement in reading comprehension for the students who were identified as low performing. Fifty students participated in this benchmark assessment. Between months of November through March, eighth grade students showed a growth of 63%, ninth grade students showed a growth of 87%, and tenth grade students showed a 53% growth.

The San Diego Quick Reading Assessment was also used with our 8th- 12th grade population to gauge students' approximate independent reading levels. Baseline data indicated that seventy- five percent of our 8th and 9th grades read 2-4 years below grade level. Interventions provided in targeted areas have led to a 40% increase in their independent reading levels by 2-3 years in a 6 month period.

The Read 180 Scholastic Comprehension Program and the San Diego Quick Reading Assessment will continue to serve to establish the baseline data for all students in grades 8th-12th. This baseline data will continue to be used to formulate and develop individual intervention plans that address the six domains of reading: Phonic, Phonemic Awareness, Vocabulary, Fluency, Comprehension, and Writing.

In conjunction with content assessments, RWPCS also administered benchmark practice PARCC assessments. The benchmark assessments were given three times throughout the school year. In SY 2018-2019, these assessment tasks mirrored the structure and rigor of the tasks embedded in the Partnership for Assessment of Readiness for College and Careers (PARCC). This data provided us with clear instructional priorities. The Mathematics priority was to increase teacher understanding and application of the Mathematical Practice 1: Making sense of problems and persevere in solving them. Teachers created a school-wide problem solving model to support student application.



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LESSONS LEARNED

READING INITIATIVES

- Vocabulary and Content Knowledge Weekly Assessment
- Monthly Reading Strategies
- One World Educational Writing Program
- Monthly Book Club Meetings at the Library of Congress



In school year 2018-2019, Richard Wright took part in a District-wide FOCUS group for mathematics where we received coaching on best practices and implementation of effective strategies. As a result of that coaching, we were able to translate those practices into a meaningful working math group, consisting of all math teachers as well as academic leaders, that focused on developing and implementing school wide strategies that engage every child in mathematical application and practice. Students were able to demonstrate understanding of various mathematical concepts on a daily basis during our Math Moment Initiative. This initiative was a morning activity that provided students the opportunity to grapple with complex tasks that were both procedural and conceptual. In SY 2018-2019, we have continued this initiative. Richard Wright PCS showed significant growth in English Language Arts. The incorporation of various interventions and best practices resulted in a measurable increase of 8% on the PARCC Assessment.

The RWPCS data indicates several areas in student achievement in need of improvement. We have continued our laser focus with the formation of teacher work groups that are interpreting student data to develop and implement school wide initiative that are designed to increase student achievement.

The Richard Wright PCS Reading Program creates an environment which respects the dignity of individuals and promotes the highest student achievement through reading interventions and reading initiatives. This year we have expanded to four Reading Initiatives that focuses on four major areas of reading: Vocabulary, Fluency, Comprehension, and Writing. The four Reading Initiatives are as follows: Vocabulary and Content Knowledge Weekly Assessment, Monthly Reading Strategies, One World Educational Writing Program, and Monthly Book Club Meetings at the Library of Congress. The Reading Department has worked to implement these Reading Initiatives to continue to help fulfill the Richard Wright mission to "transform students in grades 8-12 into well-versed media contributors that focuses on strong writing skills and vocabulary.

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DESCRIPTION OF KEY MISSION-RELATED PROGRAMS

The Richard Wright Public Charter School ROXIE (Reaching Our Excellence in Education) program encompasses the Journalism and Media Arts focus of our school. As Roxie, Mississippi was the birthplace of Richard Wright, ROXIE serves as the birthplace and foundation for investigative thought, creativity, questioning, skill building, understanding, innovation, and analysis. Through a hands-on approach to learning, we formed partnerships and gained instructors from the professional community. They provided exciting opportunities and experiences in and beyond the classroom. RWPCS students learn fundamental concepts and skills essential in the fields of Journalism, Broadcast Journalism, Television and Radio Production, Film, Graphic Design, Visual Arts, Dance, Music, and Music Production.

At RWPCS, our journalism and Latin class coursework at all grade levels requires students to perform high-level conceptual tasks. We recognize that higher level thinking is only possible with a solid base of fundamental knowledge and skills. Cognitive scientists describe this process as rendering skills and knowledge “automatic.” Automatic recall of certain information is necessary for a student to succeed in sophisticated conceptual work. For example, a student must firmly grasp word roots and prefixes for effective oral, written, and visual communication, and expression. We ensure that every RWPCS student has mastered these fundamental skills.

Students are instructed using Blooms taxonomy of higher order thinking skills moving from basic recall and knowledge to application of information.

Traditional skills such as reading, writing, note-taking, and discussion are effective avenues for student learning. Yet, our teachers design lessons with the understanding that students process material through a variety of intelligences.

Thus, in a class on poetry, musically-inclined students might write and perform raps using the literary principles they have studied. The most effective instruction often requires students to process material using their kinesthetic, interpersonal, musical, and visual intellectual capacities, in addition to their verbal and mathematical abilities.



THE ROXIE PROGRAM

- Journalism
- Broadcast Journalism
- Television and Audio Production
- Film
- Photography
- Graphic Design
- Visual Art
- Music
- Music Production
- Dance

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SCHOOL STAFF CHARACTERISTICS

21

NUMBER OF
TEACHERS

1

NUMBER OF
TEACHER AIDES

20:1

AVERAGE CLASS
SIZE

- Dr. Marco Clark - Founder & CEO, Head of School
- Alisha Funderburk - Chief Operational Officer
- Brendetta Starling - Chief Academic Officer
- LaMarge Wyatt - Chief of Staff
- Carolyn Young-Folk- Deputy Chief Academic Officer
- Helen Compton-Harris- Outreach and Development Director
- Randi Thomas-Glover- Parent and Community Liaison
- Michelle Santos- Director of Journalism and Media Arts
- Darryl Singleton - Dean of Students (Upper School)
- Cheryl Mayfield Turner- Dean of Students (Lower School)

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QUALIFICATIONS AND ASSIGNMENTS OF SCHOOL STAFF

All staff members are assigned to their specific work area based on academic credentialing and work experience. All teachers fall under the requirements of the federal mandate of No Child Left Behind. Each teacher is required to meet the standards of a highly qualified teacher by either degree and or the praxis examination.

STAFF ATTRITION RATE

Richard Wright has retention rate amongst the total staffing body of 77.3%. The retention rate of the entire teaching staff is 68.8%.

SALARY RANGE AND AVERAGE SALARY, FOR TEACHERS AND ADMINISTRATORS

\$60K

Teacher's salary

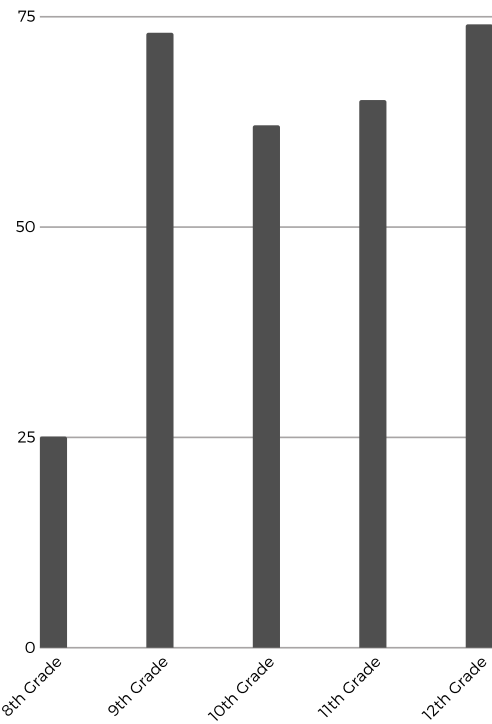
\$85K

Administrator's salary

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STUDENT CHARACTERISTICS

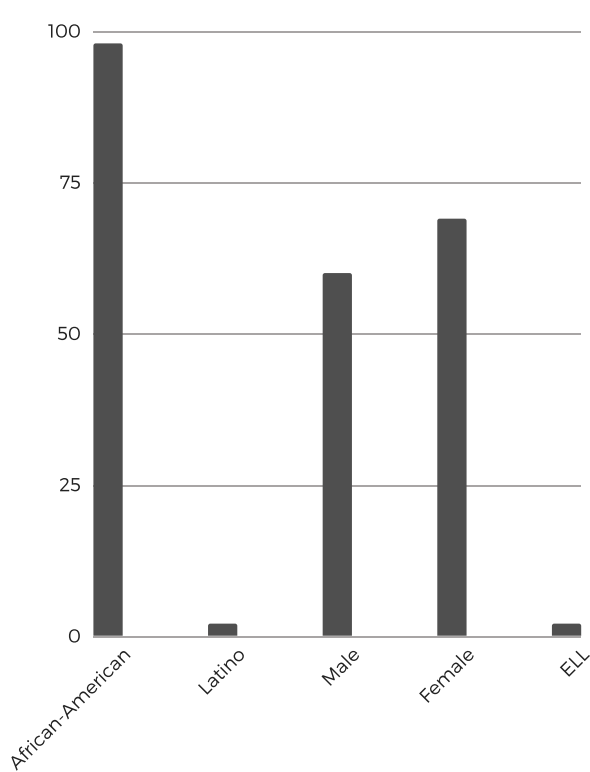
STUDENT ENROLLMENT BY GRADE



STUDENT ENROLLMENT BY GRADE LEVEL

8th Grade - 25 Students
9th Grade - 73 Students
10th Grade - 62 Students
11th Grade - 65 Students
12th Grade - 74 Students

DEMOGRAPHICS



DEMOGRAPHICS

(race, gender, ethnicity, ELL-status, special education status, FARM status, alternative risk factor classifications) *

African American - 98%
Latino - 2%
Male- 60%
Female- 69%
ELL- 2%

82%

STUDENT RE-ENROLLMENT RATE*

95.4%

ATTENDANCE (IN SEAT ATTENDANCE, AVERAGE)*

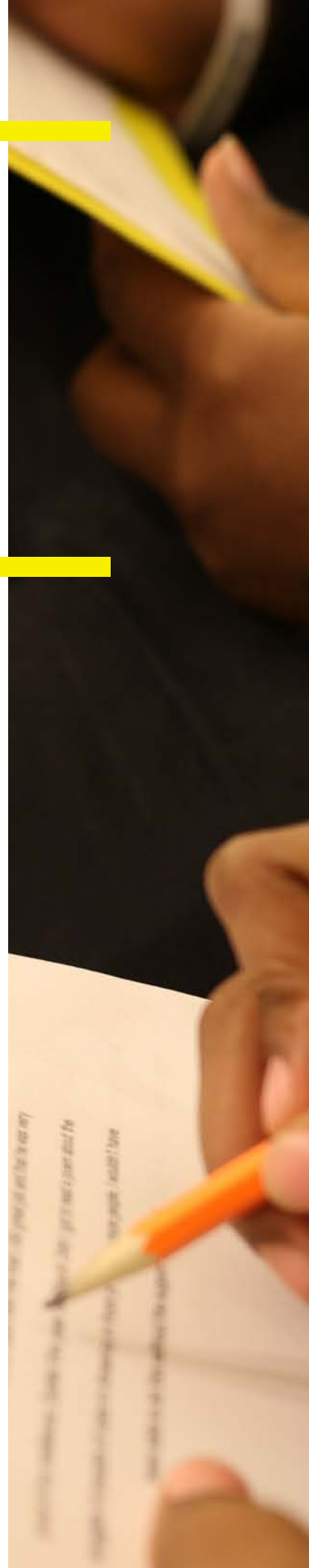
SCHOOL PERFORMANCE

*Annual Performance Goals (See Appendix)

*Richard Wright Public Charter School will be adopting PCSB (PMF) for 2015/2016 goals for accountability (See Appendix)

SPECIAL EDUCATION STATUS - INCLUSION MODEL

Our goal is to create a culture of inclusion at RWPCS where every student is valued and expected to achieve at their highest ability. This is achieved through a student centered approach focusing on the unique needs of students with disabilities and the commonalities of the larger student body alike. RWPCS services a wide range of students with disabilities requiring special education and related services. The disability categories include Specific Learning Disability, Emotional Disturbance, Intellectual Disabilities, Other Health Impairment (OHI) and Autism Spectrum Disorder. Typically our students present levels of academic function and performance range from 1st grade level to just above 7th grade. Through effective collaboration, co-teaching, push-in and pull-out specialized instruction methods, we are able to make gains in students' progress towards annual IEP Goals. Bi-weekly progress monitoring is used to provide quarterly IEP Progress reports that accompany the report cards. All students with disabilities at RWPCS are educated in the Least Restrictive Environment as prescribed in their IEP.



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UNIQUE ACCOMPLISHMENTS



The Richard Wright Public Charter School for Journalism and Media Arts community can look back over the 2018-19 school year with hope and pride at the students' and the educational community's accomplishments throughout the year.

Through the amazing help of members and leadership of the Rotary Club of DC and Rotary District 7620, Richard Wright Public Charter School for Journalism and Media Arts chartered the Rotary Interact Club with a record number of 40 outstanding young leaders! Well aligned with the mission of Richard Wright, this inaugural club will develop leadership skills and discover the power of Service Above Self. As Founder & CEO Dr. Clark continually reiterates to our young people, "In order to lead, one must first be willing to serve." Through the Interact Club, these leaders will choose projects that help the school/community and promote international understanding. They become a part of a larger global network, Rotary International.



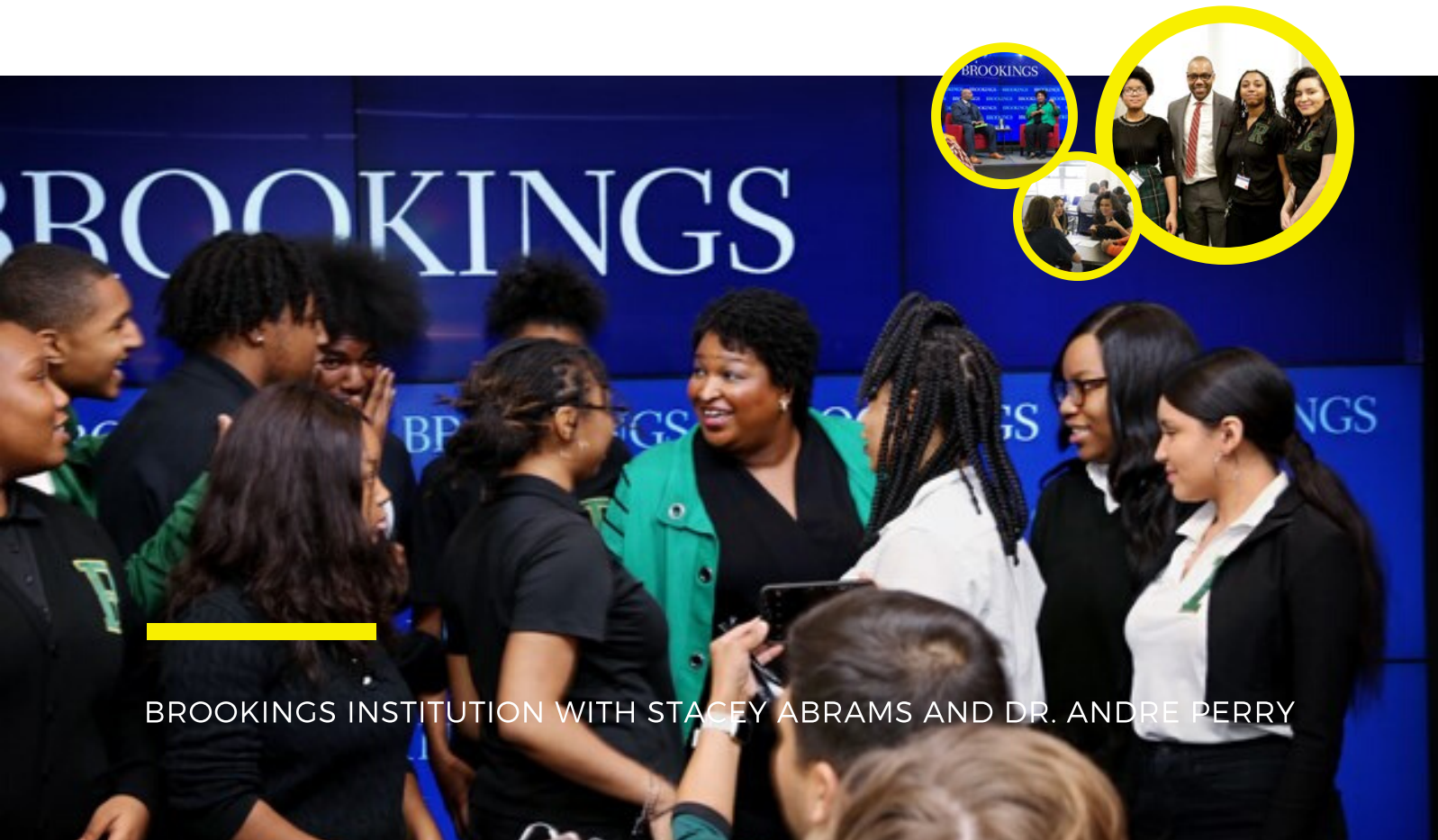
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UNIQUE ACCOMPLISHMENTS (CONT.)



The bright, beautiful smiles of the Richard Wright students tell all. Students had the honor of meeting political leader Stacey Abrams during the The Brookings Institution Black History Month event in which she discussed voter suppression with The New Yorker journalist Jelani Cobb, "Race and Political Power in the U.S." Students could not help but be inspired to do more, to be thoroughly engaged, and to be empowered to create hope and change in their futures. As a part of Black History Month, the creative work of Richard Wright students, ROXIE films and art, were on exhibit at Brookings. We greatly appreciate the new partnership with the Brookings Institution and Ms. Abrams for inspiring all of us to do the hard work required for real change every day.

Through role playing, engaging hands on activities, and one-on-one mentorship sessions in Global Economy & Development, Communications, Foreign Policy, Governance Studies, and Metropolitan Policy during the Brookings Institution Career Day with Dr. Andre Perry, students learned best practices for interviewing skills; strategies for organizing events; utilizing social media; using media effectively; working in the international space as policy makers; finding out what strategies and skills work effectively in negotiations that benefit all parties involved.



BROOKINGS INSTITUTION WITH STACEY ABRAMS AND DR. ANDRE PERRY

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UNIQUE ACCOMPLISHMENTS (CONT.)



10th grader Amora Campbell won 1st Place for her research/written presentation about Universal Healthcare and 10th grade 3rd Place winner MacKenzie Turner won for her presentation about Gun Violence in the One World Ambassador Challenge amidst strong competition from upperclassmen representing other schools! McKenzie's story was highlighted in the Washington Post article by columnist Petula Dvorak.

This exemplifies why we do what we do as a journalism and media arts school is so important, especially in today's world. Our children's voices, their stories, matter immeasurably. With the host of issues are children are affected by on a daily basis, their perspectives, their ideas for solutions, their stories will help shape the world for the better. With caring adults listening, guiding, teaching, working together, and providing equitable opportunities for their limitless growth and potential, our children will always rise and surpass the expectation.

Click [here](#) for the article: "The kids talked about shootings, college costs, depression. Were the adults listening?"

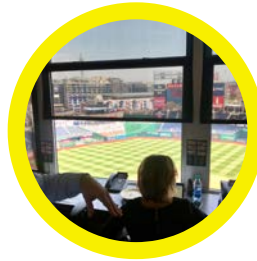
ONE WORLD AMBASSADOR CHALLENGE



"WE ARE CREATING LEADERS THROUGH EDUCATION..."
- THE RICHARD WRIGHT SCHOOL SONG

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UNIQUE ACCOMPLISHMENTS (CONT.)



A spectacular partnership with the Washington Nationals afforded Richard Wright students an incredible opportunity and exposure to sports journalism and media production in the Major League Baseball environment at the Nationals Park. Students toured the production booth, the press box, the press conference room, and even popped onto the field before pregame ceremonies. Students spoke with Dan Kolko and Bo Porter from NatsXtra. Afterwards, students cheered on the Nats for a win against the San Francisco Giants from excellent seats and were caught on the jumbotron! Students created a pump video that aired on that same jumbotron during the top of the 3rd inning at the June 5th game and it was an amazing experience for students to get that exposure at a Major League Baseball game!



THE WASHINGTON NATIONALS PARTNERSHIP

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UNIQUE ACCOMPLISHMENTS (CONT.)



The student-led Man the Block safe passage event "Let Girls Walk In Peace" brought awareness and activism to the issues of street harassment, catcalls and sexual objectivity. Inspired by a chain of events that began with meeting Stacey Abrams, students were motivated to change things they once felt powerless to do anything about. It was a powerful and energizing event that galvanized support for our young women with representatives from organizations across the city, like Safe Spaces for Collective Action and Defend Yourself, as well as national fraternal, mentoring, religious, and youth organizations.

MAN THE BLOCK SAFE PASSAGE PROGRAM



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UNIQUE ACCOMPLISHMENTS (CONT.)



The creative and performing arts programs and groups represent dynamically and creatively in every area as well. The Richard Wright Choral Ensemble, the Dynasty Dancers, the Underground Band, the Instrumental Ensemble are always “Richard Wright Ready.” Invited to perform at various events and venues throughout the city, Richard Wright students shine and inspire. The creative works of art, writing, films, and poetry were highlighted throughout the year and on different platforms and in different venues. RWPCS students are prodigious and expressive producers in a variety of mediums and genres. Richard Wright students enhance and engage in the great city of DC, pushing forward with excellence and fortitude. These defining roots established in the District will help nourish their promising educational futures with infinite possibilities.



The power and brilliance of our dynamic DYNASTY DANCERS were demonstrated in an amazing performance for an energetic house at the Miracle Theater. The entire company inspired us all making it a night filled with love, power, beauty, and grace .



CREATIVE AND PERFORMING ARTS

RICHARD WRIGHT PCS **UNIQUE ACCOMPLISHMENTS** (CONT.)



Working with the The Library of Congress, Richard Wright students conducted research around the West African Muslim scholar, Omar Ibn Said, captured and forced into slavery in the U.S. He subsequently wrote his autobiography in Arabic while enslaved. This rare manuscript is a part of the Omar Ibn Said Collection at the Library of Congress. Richard Wright students had the amazing opportunity to document the process of acquisition, digitization, and conservation of these original documents, interviewing scholars in various fields. Their work premiered at the Library of Congress' African and Middle Eastern Division's Celebration of African American History Month.



THE OMAR IBN SAID PROJECT WITH
THE LIBRARY OF CONGRESS

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UNIQUE ACCOMPLISHMENTS (CONT.)



Students contributed to a number of print and online publications this year delving into subjects from gentrification and mental health to community service. It is always illuminating to broaden, empathize, affirm, challenge, and sometimes change our own entrenched perspectives on issues by hearing the stories of our young people whose voices reverberate with penetrating insight.

Ambassador President Davon Harris was highlighted in the article "The Cost of Juvenile Trauma" of a three-part series written by journalist Jonetta Rose Barras and published in the Hill Rag. As Davon illuminates in the article, "Every student that walks into a school has a story behind them." The depth of his insight and understanding captures the importance of telling our stories, both of trauma and triumph, hopelessness and hope. It is in essence what bonds and connects us in our humanity. As we as a community nurture and empower our youth to communicate and articulate their stories, and those of others, in various forms, we must recognize the courage, humility, wisdom, strength, and incredible growth it takes to do so. Students transform their adversities into impactful leadership. Davon represented on a panel at UDC about the effects of trauma on academic success which included District Attorney Karl Racine and Councilmember David Grosso.



"MENTAL HEALTH IS NOT A FIGMENT OF OUR IMAGINATION. ONE COUNSELOR OR THERAPIST IS NOT ENOUGH. WE NEED MORE PROGRAMS FOR PARENTS TO FURTHER THEIR UNDERSTANDING OF MENTAL HEALTH ISSUES AND HOW IT AFFECTS THEIR CHILD...THE COMMUNITY NEEDS TO STOP TREATING TEEN MENTAL HEALTH AS A JOKE AND START BEING A PART OF OUR CONVERSATION."

- DAVON HARRIS

UDC PANEL ON TRAUMA: A BARRIER TO ACADEMIC SUCCESS

RICHARD WRIGHT PCS **UNIQUE ACCOMPLISHMENTS** (CONT.)

It has been a monumental year of challenges and change on a national and global level, but what continues to bear witness to truth throughout history is the power of young people to create a movement. Given numerous platforms and ways to express the issues that affect their lives with meaningful, thoughtful reflection through education, Richard Wright students continue to rise to the occasion, whatever it may be, at the forefront of change and innovative ideas to make a positive difference in the world.

Many individuals can be committed to something, but the true test of serious commitment speaks volumes over time, executed with fidelity, involving progressive evolution, building meaningful connections, and enduring perseverance despite obstacles, setbacks, and disappointments. Their biggest challenges become their greatest teachers, and determination, their greatest asset. Dr. Clark is one such individual and role model for the entire community. He was honored by Copa Style Magazine and publisher Rodney Branche and awarded the 2018 "Man of the Year."

Students become leaders because of the guidance and preparation that is ongoing at Richard Wright. They encounter many trailblazers, change seekers, and even gatekeepers. They ask questions to professionals, innovators, and leaders in almost every field. What rings true is their ability and confidence to thrive in every situation, every environment, every challenge, gaining invaluable experience and information every time. They learn and connect with the legacies before them. They are the hope for the future.



COPA STYLE MAGAZINE MAN OF THE YEAR AWARD, DR. MARCO CLARK

RICHARD WRIGHT PCS DONOR AND PARTNERSHIP REPORT

SIGNIFICANT HIGHLIGHTS

Students receive training as journalists educated about health concerns in their neighborhoods, learning how to educate and advocate for the people, impacted through journalism and media. This partnership was developed with Jayne O'Donnell of USA Today and her partners with Howard University and Morgan State University Schools of Communications.

A partnership developed with the Global Scholars Foundation provides students ages 14-17 an opportunity to learn the culture and language of other countries. Scholars are immersed in a one-year intensive study, delving deeply into the history and culture of select countries. Before scholars travel anywhere, they set about touring Washington, DC to discover their own rich history and the treasures in their backyard. During the course of the program, students travel to other states within the U.S. to absorb regional culture, visit museums, and see exhibits and visit colleges. The 2019 Global Scholars visited Rome, Egypt, and Ethiopia.

Partnership with National Capitol Area CARES has adopted Richard Wright PCS. They will bring more mentors to the school. The connection with Susan Taylor, former publisher of Essence Magazine is the founder of CARES, the mentoring movement and is also supportive of Richard Wright PCS. We attended CARES Gala in November and were recognized by Ms. Taylor and had the opportunity of connecting with Mr. Michael Eric Dyson commentator, professor and author of significant books about race in America.

The partnership continues to strengthen with McDonald's MCD Mateos. Richard Wright is supported through donations for meetings, school spirit nights and this year, students have earned jobs. Richard Wright participated in a discussion with Chairman of the National Endowment for the Humanities, Jon Peede to discuss how Humanities DC has helped us through grants for min-documentaries that have had favorable reviews.

Through our partnership with the African America Civil War Museum, Richard Wright students moderated a symposium on the 13th, 14th, and 15th Amendments and its significance in current day. In a partnership with Color Comm, (Women of Color in the Fields of Journalism and Communication, Richard Wright 11th grade girls for help in writing personal statement for college. In a partnership with the Mosaic Theatre of Washington, D.C., our students were treated to a performance of Native Son and the head of marketing for the Theatre talked to the graphics art classes about careers in the field.

Richard Wright hosted six business round tables in the 2018-2019 school year and made many new relationships. The Richard Wright 8th Annual Black Tie Gala held at the University of the District of Columbia raised \$30K in donations.



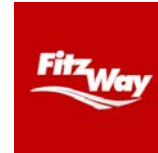
RICHARD WRIGHT PCS

DONOR AND PARTNERSHIP REPORT

DONORS



OUR GALA 2019 SPONSORS



Businesses

MCN Build
HSCDC(H Street Community Development Corporation)
Building Hope
MCD Mateos
State Farm Insurance
Dream 2 Destiny TV
NFP/The Meltzer Group
Medicus Results Inc.
Top Spanish Catering
Fitzgerald Auto Mall
The Washington Nationals
H Street Development Corporation
Courtyard by Marriott Capitol Hill/Navy Yard
Capitol Riverfront
District Winery
Dynamic Network Solutions
Harris Teeter

Media Organizations

The Washington Informer
The Hill Rag
WUSA Channel 9
WHUR 96.3
The Capital News
WTOP 103.5 FM
93.9 WKYS
DC Office of Cable, Television, Ent.
Copa Style Magazine
The Renee Allen and Friends Show
The Acumen Group
The Afro
LanCar Inc.

RICHARD WRIGHT PCS

GRANTS RECEIVED



THE WASHINGTON NATIONALS

Received \$50K in kind through the newly formed partnership with the Washington Nationals with exposure to sports journalism and media production in the Major League Baseball environment at the Nationals Park - tours of the production booth, press box, press conference room, and on the field pregame. Students had an opportunity to speak with Dan Kolko and Bo Porter from NatsXtra (Pre/Post-Game Show on MASN Nationals) and create a pump video which aired on Jumbotron during the game with an estimated spot time value of \$35-\$50K.

GOVERNMENT SERVICES ADMINISTRATION

Received \$35K in Goods and Furniture



ROTARY CLUB, INTERNATIONAL

Received \$5K to produce 2019-2020 Richard Wright Newscast with a segment that focuses on Rotary Clubs's community service projects

LIBRARY OF CONGRESS PARTNERS, SINCE 2014

Teen Writers Program - Under this partnership, selected students visit the Library of Congress, read and review new novel releases, have reviews posted to the LOC website and entertain authors who visit the school 2 to 3 times per year.

THE URBAN HEALTH INITIATIVE - JAYNE O'DONNELL, HEALTH POLICY REPORTER FOR USA TODAY, AND DR. REED TUCKSON, SINCE SPRING 2017

This partnership provides selected students to attend intensive Saturday school at Howard University. In conjunction with, Howard University and Morgan State University. Students learn how to identify and research health problems that impact their communities, and they are taught how to educate and advocate for these communities and the people through writing and media.

THE AFRO, EDGAR BROOKINS, BUSINESS MANAGER, DC OPERATIONS, AND LATRINA ANTOINE, DC EDITOR, SINCE 2015

Students have the opportunity to write for the Afro paper and are invited as guests to attend many prestigious and informative events sponsored by the Afro. Students covered the 125th Anniversary of the Afro over the summer 2017.

THE HILL RAG, SINCE SPRING 2017

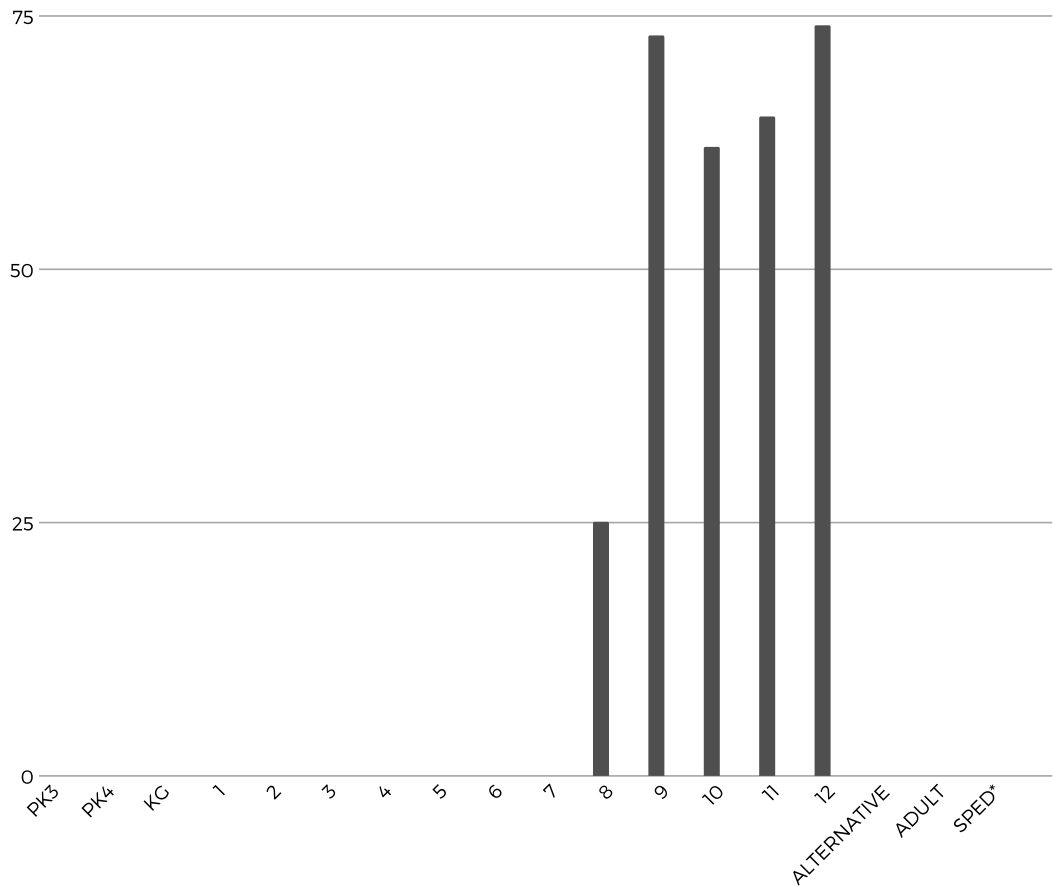
Partnering with the Hill Rag through connection with writer Jonetta Rose Barras. Students have the opportunity to publish in the publication with stories and photographs. Recommended community contacts and support through advertising school events.



RICHARD WRIGHT PCS

APPENDIX

ENROLLMENT BY GRADE LEVEL
According to OSSE’s Audited Enrollment Report



*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.

FACULTY AND STAFF DATA POINTS

32%
TEACHER ATTRITION
RATE

21
NUMBER OF
TEACHERS

\$58,428
Average

RANGE

\$48,459
Minimum

\$75,404
Maximum

TEACHER SALARY

RICHARD WRIGHT PCS

APPENDIX

STUDENT DATA POINTS

**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.*

TOTAL NUMBER OF INSTRUCTIONAL DAYS:

Number of instructional days, not including holidays or professional development days, for the majority of the school.

If your school has certain grades with different calendars, please note it.

95.4%

IN-SEAT ATTENDANCE

PCSB

97.5%

PROMOTION RATE (LEA)

PCSB

13.7%

SUSPENSION RATE

PCSB

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.)

100.0%

COLLEGE ACCEPTANCE RATES

PCSB
(SY17-18)

0%

EXPULSION RATE

PCSB

6.7%

MIDYEAR WITHDRAWALS

(20 students)*
PCSB

42.6%

COLLEGE ADMISSION TEST SCORES

PCSB
(SY17-18)

0.55%

INSTRUCTIONAL TIME LOST TO OUT-OF-SCHOOL SUSPENSION RATE

PCSB

0.3%

MIDYEAR ENTRIES

(1 student)*
PCSB

83.0%

GRADUATION RATES

PCSB
(SY17-18)

RICHARD WRIGHT PCS

APPENDIX

STAFF QUALIFICATIONS AND RESPONSIBILITIES

Last Name	First Name	2018-19 Positions	Education Level Attained	University/College Name	Degree Subject Matter
Adjepoju	Juliana	Teacher-English	Master's	Bowie State University	Organizational Communications
Alto	Melissa	Teacher-Math	Bachelor's	University of Puget Sound	Natural Science Chemistry
Ayissi	Frances	Teacher-Science	Master's	Trinity University	Public and Community Health
Battle	Roy	Teacher-SPED	Bachelor's	St. Paul's College	English
Brown	Marcus	Teacher-Math	Bachelor's	Hampton University	Business Marketing
Burrill	Stephanie	Teacher-Dance	Bachelor's	University of Maryland	Dance
Bussey	Danzell	Teacher-Journalism	Bachelor's	Florida A&M University	Journalism
Carr	Anthony	Teacher-Art	Bachelor's	St. Augustine's College	Commercial Art
Chamberlain	Marcia	Teacher-Science	Master's	Trinity College	Curriculum and Instruction
Clark	Marco	Head of School/CEO	Doctorate	Morgan State University	Higher Education
Compton-Harris	Helen	Outreach and Development Director	Master's	University of La Verne	Education Management
Engram	Kimberly	Front Office Manager	Bachelor's (Pending)	Strayer University	Administration
Fabrega	Timothy	Teacher-Graphic Arts	Bachelor's	Montgomery College	Broadcasting and Radio Certificate
Fagan	Chester	Reading Specialist	Bachelor's	Howard University	Sociology
Ferguson	Garette	Behavior Specialist	Associate's (Pending)	Prince George's Community College	Sports Management
Francis	Suzette	Teacher-English	Master's	George Mason University	English
Gassert	Joseph	Teacher-Latin	Bachelor's	Dickinson College	Latin & Physics
Harris	Leia	Attendance Monitor	Bachelor's (Pending)	Goucher College	Education
Hines	Laverne	Food Service Manager			
Jones	LaToya	Teacher-SPE	Bachelor's	University of the District of Columbia	Speech and Language Pathology
Lewis	Richard	Teacher-History	Bachelor's	Livingstone College	Education
Lewis	Zakiya	Teacher-English	Bachelor's	Bowie State University	Broadcast Journalism
Malone	Marion	Guidance/College Counselor	Master's	Alabama A&M University	Counseling
Manns Jr.	Eric	Teacher-History	Master's	Walden University	Higher Education Administration
Marcoux	Etienne	Teacher-SPED	Bachelor's	University of California-Santa Cruz	History
Mayfield-Turner	Cheryl	Dean of Students	Associate's	Prince George's Community College	Business
Morse	William	Teacher-History	Bachelor's	Texas Christian University	Marketing
Murray	Roger	Teacher-Music	Bachelor's	Morgan State University	Music
O'Loughlin	Sean	Teacher-Math	Doctorate	Howard University	Philosophy in Mathematics
Pappas	Nancy	Teacher-Latin	Bachelor's	University of the South	Art History/Latin
Parks	Kelli	Administrative Assistant	Associate's (Pending)	Prince George's Community College	Business
Roberts-Charles	Alisha	COO/Director of Business Operations	Bachelor's	George Washington University	Human Resources
Rodriguez	Valeria	Teacher-SPED	Master's	Ashford University	Education
Santos	Michelle	Director of Journalism and Media Arts	Master's	Johns Hopkins University	Education
Sheler	Kara	Admissions/Enrollment Coordinator	Associate's	University of Phoenix	Human Services Management
Simms	John	Teacher-Film	Bachelor's	Full Sail University	Internet Marketing
Simpson-Marcus	Angeliue	Director of College Counseling	Doctorate	George Washington University	Education Administration
Singleton	Darryl	Dean of Students	Master's	Virginia State University	Math
Smith	Shadonna	Food Service Assistant			
Starling	Brendetta	CAO	Master's	Johns Hopkins University	Economic Education Leadership
Steward	Andre	Teacher-P.E./Health	Bachelor's	Bowie State University	Sports Management
Taylor-Mason	Somona	Teacher-SPED	Master's	Delaware State University	Special Education
Thomas-Glover	Randi	Parent and Community Liaison	Bachelor's	Virginia State University	Science Psychology
Wilson-Plater	Karena	Director of Student Services	Doctorate	American School of Professional Psychology	Psychology
Young	Carolyn	Chief Deputy Academic Officer	Master's	Harvard University	Education

BOARD MEMBERS

Last Name	First Name	Position	Email Address	DC	Parent
Adams	Gregory	Chair	gadams@richardwrightpcs.org	No	No
Ross	Derwin	Vice Chair	drross@richardwrightpcs.org	Yes	No
Eley	Wayne	Treasurer	weley@richardwrightpcs.org	No	No
Charles	Essie	Secretary	echarles@richardwrightpcs.org	Yes	Yes
Priest, Esq.	Troy	Member	tpriest@richardwrightpcs.org	No	No
Holly	Carla	Member	cholly@richardwrightpcs.org	Yes	No
Holly	Obi	Member	oholly@richardwrightpcs.org	Yes	No
Upson	Leonard	Member	tupson@richardwrightpcs.org	Yes	No
Wilbon	Rhonda	Member	rwilbon@richardwrightpcs.org	Yes	No
Biscoe	Kysha	Member	kbiscoes@richardwrightpcs.org	Yes	Yes
Snowden	Courtney	Member	csnowden@richardwrightpcs.org	Yes	No
James, Esq.	Jelani	Member	jdjamesassociates.com	Yes	No
Fratta	Chris	Member	cfratta@richardwrightpcs.org	No	No
Dyson	Marcia	Member	mdyson@richardwrightpcs.org	Yes	No
Clark	Marco	Ex Officio	marco.clark@richardwrightpcs.org	No	No

RICHARD WRIGHT PCS

FY2019 BUDGET

INCOME STATEMENT
July 2019 through July 2020

	SY19-20
Revenue	
State and Local Revenue	6,391,697
Federal Revenue	583,321
Private Grants and Donations	28,252
Earned Fees	6,486
Revenue Total	7,009,756
Expenses	
Salaries	2,941,928
Benefits and Taxes	626,683
Contracted Staff	2,750
Staff-Related Costs	45,810
Rent	1,267,220
Occupancy Service	24,763
Direct Student Expense	677,554
Office & Business Expense	613,459
Contingency	70,098
Expenses Total	6,270,264
NET ORDINARY INCOME	739,492
Extraordinary Expenses	
Depreciation and Amortization	406,602
Interest	296,883
Extraordinary Expenses Total	703,485
TOTAL EXPENSES	6,973,748
NET INCOME	36,008



RICHARD WRIGHT PCS

PCSB FINANCIALS

UNAUDITED YEAR-END

2018-19

FINANCIAL STATEMENT

	SY18-19
Income	
04 State and Local Income	6,394,527.27
05 Federal Income	572,530.58
06 Private Income	57,749.11
45000 Private Grants & Donations	16,309.33
Total Income	7,041,116.29
GROSS PROFIT	7,041,116.29
Expenses	
07 Staff-Related Expense	
700 Curricular Salaries	2,071,205.39
710 Supplemental Service Salaries	678,182.16
720 Supplemental Program Salaries	4,700.00
740 Employee Benefits	283,714.59
750 Payroll Taxes	268,119.83
760 Professional Development	18,930.43
770 Contracted Staff	1,190.00
780 Other Staff Expense	51,291.92
Total 07 Staff-Related Expense	3,377,334.32
08 Occupancy Expense	1,467,993.42
09 Additional Expense	1,421,698.73
11 Depreciation	68,296.22
12 Interest	1,341.12
Total Expenses	\$6,336,663.81
NET OPERATING INCOME	\$704,452.48
NET INCOME	\$704,452.48



RICHARD WRIGHT PCS BALANCE SHEET

BALANCE SHEET
As of June 30, 2019

ASSETS	TOTAL
Current Assets	
Bank Accounts	
100 Cash	1,072,632.88
Total Bank Accounts	\$1,072,632.88
Accounts Receivable	\$262,901.75
Other Current Assets	\$326,276.73
Total Current Assets	\$1,661,811.36
Fixed Assets	
160 Operating Fixed Assets	931,293.63
170 Accum Depr of Op Fixed Assets	-898,544.45
180 Facilities.	400,281.39
190 Accum Depr of Facilities	-398,806.71
Total Fixed Assets	\$34,223.86
TOTAL ASSETS	\$1,696,035.22
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	\$165,669.02
Credit Cards.	\$32,260.91
Other Current Liabilities	\$217,474.27
Total Current Liabilities	\$415,404.20
Long-Term Liabilities	\$2,111.33
Total Liabilities	\$417,515.53
Equity	\$1,278,519.69
Total Liabilities and Equity	\$1,696,035.22



RICHARD WRIGHT PCS

RWPCS AT-RISK FUNDING USAGE

Richard Wright PCS has incorporated programs to assist our At-Risk Population via extra hours of schooling for remediation/tutoring, targeted intervention, professional development, social services/behavior support, wraparound mental health services in order to increase student achievement, high school completion and postsecondary success.

A few programs are listed below:

- READING AND MATH REMEDIATION THRU ONLINE PROGRAMS WITH BUILT-IN ASSESSMENTS
- SATURDAY SCHOOL
- AFTER SCHOOL TUTORING
- SAT PREP
- MENTORSHIP PROGRAM

EXECUTIVE COMPENSATION

- Executive Director: \$120K
- Chief Operational Officer: \$110K
- Chief Academic Officer: \$90K
- Chief Creative Officer: \$90K



"REWRITING THE FUTURE, ONE STUDENT AT A TIME"