

Annual Report

2018-19

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Notice: The Children’s Guild DC Public Charter School acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

About The Children's Guild DC PCS

Mission

The mission of The Children's Guild 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 Goal is to be a high quality choice for families who are looking for a nurturing environment that honors student interests and helps them grow to be caring and contributing individuals. Our mission is to prepare each student for success in the 21st 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 highly qualified, committed faculty allow the school to foster team building, character development and high academic achievement.

Our vision is that our students will have impact on their community and that, collectively, the school has a positive impact on the greater community in terms of transforming the urban experience into one of mutual benefit, dignity, and high quality learning experiences for those whom we serve. In support of meeting the ultimate goal of ensuring that our students are college and career ready, the school is dedicated to transforming the way America educates its' youth by fostering a culture of flexibility to meet the needs of all students ranging from special needs to advanced learners.

Curriculum and Instruction

The Children's Guild DC PCS uses the Transformational Education (TranZed 8) philosophy to guide the creation of a school culture and the teaching and learning process. 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 8 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. The TranZed 8 is guided by eight organizational pillars, which structure the manner in which TCGDC delivers instruction and develops programming for students and families. These pillars include: *Values-Infused Culture, Focus on Well-being Profile, Enriched Environment and Experiences, Brain Literacy, Behavior Motivation Continuum, Community Influence, Arts Enhancement, and Ownership Mindset—Problem Solving Process*

Values-Infused Culture

Values-Infused Culture is one of the most significant characteristics of TCGDC as it grounds all aspects of our people, systems, environment, and school programming. These 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. TranZed’s Character Development efforts focus on developing these core values in both students and staff. TCGDC constantly seeks to align its operations with this value orientation to inculcate all who encounter the school with these Wisdom Principles. Each morning, staff come together to review and reinforce the Wisdom Principles as a united community through reflective dialogue around workplace expectations and the alignment of the culture in the school.

Focus on Well-being Profile

TCGDC believes in serving the whole child, which includes academic, behavioral, cognitive, and social growth. We believe that serving the whole child plays a substantial role in shaping children’s values and community orientation. Unlike most traditional and charter schools, TCGDC provides students with a therapeutic learning environment equipped with a Care team which consists of behavior coaches, social workers, and other instructional support staff to provide students with tiered behavioral interventions and strategies for supporting challenging and/or emotionally fragile students. This team works closely with instructional staff to provide first tier engagement and environmental strategies to ensure that classrooms are responsive to the needs of our students. The second tier focuses on helping students develop self-regulation skills through specific coaching and mentoring while the third tier provides intensive 1:1 support work to mitigate the impact of trauma. TCGDC comprehensively monitors and measures the positive impact these supports have on students through seven unique domains, which we believe helps students thrive emotionally and academically. They include:

- Academic Performance
- Mindset, Dignity, and Self Worth
- Cognitive Skills
- Self-Regulation
- Physical and Mental Health
- Exposure to the Arts
- Community Membership and Contribution

Enriched Environments and Experiences

The physical environment and murals at TCGDC are intentionally designed to embrace the uniqueness of our student body and mission, which is symbolic of student voice and choice. The murals are designed to stimulate the intellect and facilitate academic discussions during the teaching and learning process. The enriched environment is intended to connect the students to their role within the community by using their voice effectively to promote positive change. Each year, students participate in project-based learning (PBL) experiences that are authentic, research-based, and heavily grounded in academic content. These experiences build college and career readiness skills and encourage students to become problem-solving agents within their school and homes. Students participate in reflective morning discussions centered on character-based education. Similarly, staff are grounded in weekly job-embedded

professional development, focused on improving pedagogy, student engagement, and content skill-building.

Brain Literacy

It is our belief that teaching students and teachers about neuroplasticity is an essential component of the teaching and learning process. School-wide teachers and support staff implement a practice called Whole Brain Teaching (WBT), which is an active engagement strategy that uses all three learning modalities (e.g. audio, kinesthetic, and visual) during instruction. A goal of using this strategy also pushes teachers to focus on student effort rather than ability. This integrated engagement practice combines effective classroom management and pedagogically sound approaches to engage a wide range of student groups—special needs using brain-inspired instructional strategies, structured play, and other brain-compatible practices.

Behavior Motivation Continuum

TCGDC embraces a transdisciplinary approach to behavior motivation. Our comprehensive continuum includes a framework for positive behaviors, neuroscience, occupational therapy, child development theory and restorative practices. Our school offers positive behavior and intervention resources to teachers in order to meet the individual needs of each student. The school has two student support centers (SSC) which provides a therapeutic learning environment conducive for children to engage in self-reflection, regulation, sensory integration, and behavioral motivation. Operationally, the school follows five norms that guide and support the school's positive behavior program. They include:

- 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

Community Influence

The Children's Guild Public Charter School is a tuition-free, publicly funded charter school open to all students in the Washington, D.C. metro area. The campus is located in Ward 5 and serves students in kindergarten through eighth grade. It is our belief that the school's use of PBL is the driving vehicle that will help students connect and positively influence their communities. through advocacy and authentic learning experiences.

Arts Enhancement

Our school believes 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 subject area. Students have opportunities to take courses in instrumental and vocal music, as well as, learn about visual arts and theatre during the school year.

Ownership and Mindset—Problem-Solving Process

TCGDC values a problem-solving framework that promotes self-reflection. 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. Restorative practices foster and build healthy relationships between all students and staff. Using this approach helps students develop the skills necessary to approach problems, recognize their contributions, take responsibility, and deploy solutions in a positive manner.

Instructional Programming

School's Programming—Curriculum and Instruction

TCGDC uses the Common Core Standards to guide the teaching and learning process for students. All students participate in language arts, mathematics, social studies, and science for core content, as well as, have opportunities to take physical education, art, music, and technology. Each year, our students take great pride in participating in the school's annual fine arts theatre production, which is open to all families in the city and our school community. Our approach to interdisciplinary studies promotes a college and career ready pathway for student success.

Project-based Learning

Given fundamental levels of health, safety, and love, all people can and want to learn. Project-based learning (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

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 perform studies and investigations at various sites around the city and neighboring states. Fieldwork is an integral part of the educational program at TCGDC. Field studies are structured to address the learning goals of each PBL project, and afford students rich opportunities to “learn on location.” Students interview experts, examine artifacts, conduct research, observe, 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 of

Washington, D.C. occur 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 designed to learn. Whole Brain Teaching is incorporated into daily instruction and involves a high level of visual imagery and gesturing to support students with vocabulary skill building, retain complex information, directions, concepts and social development. TCGDC staff utilize an integrated method combining effective classroom management and pedagogically sound approaches to student engagement to meet student needs.

Balanced Literacy

TCGDC 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 occurs in the form of mini-lessons, which also, includes 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 opportunities to utilize high interest fiction and nonfiction texts and 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, first draft, 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.

TCGDC's core program in English Language Arts is Wit & Wisdom and for Mathematics is Dimensions Math (K-5) and Eureka Math (6-8). Both Wit & Wisdom and Dimensions Math are aligned to the Common Core State Standards and support thematic unit lesson planning. The ELA lesson plan template requires teachers to plan lessons around an essential question based

on a thematic topic and the aligned standard from the Common Core. The math lesson template is based on the Concrete, Pictorial, Abstract (CPA) Model developed by American psychologist Jerome Bruner. The CPA approach helps students understand the mathematical relationships and relies on teachers using concrete objects when introducing an idea or skill.

Teachers then differentiate instruction based on data from the I-Ready Diagnostic along with student work samples. In addition, the teachers utilize the Ready curriculum from Curriculum Associates to provide needed supplemental skills in math and reading, as well as, utilize the Read Well (K-3) or Language Live (4-8) reading intervention from Voyager to provide targeted small group instruction. Small group instruction is a critical aspect of the school's delivery program. Special educators push into the classroom and perform pullout services to targeted student populations. Teachers implement differentiated instructional practices to meet the needs of students who are substantially below grade level in reading and math using a tiered response to intervention approach. In reading, instructional materials and resources are differentiated to meet the Lexile ranges (I-Ready) and include articles, novels, journals, close reading, internet articles, websites, remedial reading programs and educational software.

Assessment in Balanced Literacy

In collaboration with our reading and math interventionists, teachers systematically assess student progress, track the growth of individual students, and grade level band progress. This is done by reviewing growth data from the reading intervention program, 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.

Academic 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 aggressively check for understanding, analyze assessment data, and tailor lessons to support small group instruction. Teachers work with instructional coaches and leadership to plan next steps and utilize instructional resources strategically. Teacher assistants are fully involved in the planning and collaboration process as possible and are required to participate in weekly professional development. Teacher Assistants assist students who are near mastery/at mastery level, while the lead teacher works with struggling students directly.

Tier 2 instruction is characterized by small group instruction (composed of four to six students) meeting three to four times each week for 30 to 60 minutes each, during a three to six-week cycle. The needs of these students are identified through the aggressive monitoring and the assessment process and instructional interventions are delivered to address specific targeted needs. Remediation of the targeted skill occur in the small group setting using supplemental interventions identified for students not demonstrating mastery. Special educators utilize Leveled Literacy and Voyager to address student literacy and promote reading across disciplines.

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, during a six to twelve-week cycle. Tier 3 students are at high risk for failure and if they are not responsive to an intensive, specific intervention may be candidates for a more tailored and rigorous education plan. Supplemental interventions for students at high risk are provided at this level in addition to receiving tier 1 & 2 supports. Tier 3 services generally occur in self-contained settings as well as pullout sessions with special educators.

Literacy In Quests

During PBL projects, students experience opportunities to apply and review writing and reading skills and strategies developed in the balanced literacy block. Teachers integrate reading to teach content during the direct and guided instruction and to develop specific literacy skills. An anchor text(s) and/or visual artwork is chosen to support a specific topic within a given project module to help students connect to the text, while also encouraging the use of specific instructional routines and protocols to structure discussions on related articles and texts.

Mathematics

Learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. As a Project-Based Learning (PBL) school, mathematics is taught in an inquiry-based manner as emphasized by the Common Core Standard. The PBL and CPA approach focuses on big mathematical ideas, the relationship between numbers/concepts, high quality student work and method gathering, and structures for teaching math within and outside of the classroom. 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 methodology. Teachers cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. Math class is frequently conducted as a workshop. It often begins with a complex problem, and continues with independent or group work as a part of the exploration phase. Following this, teachers execute a guided mini-lesson while helping students extend their thinking using a shared problem-solving model. This sequence ensures that students are doing the thinking instead of passively acquiring knowledge. The use of manipulatives in mathematics provides students with concrete examples of mathematical concepts and hands-on learning experiences.

Science and Social Studies

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 is delivered through an inquiry-based learning and requires students to think, write, and read as if they are researchers of the content, and to use the tools of inquiry specific to the disciplines studied. The in depth investigations of science and social studies expeditions focus on issues and problems that promote inquiry and discourse among students. Teachers are required to use an inquiry model when introducing new content to students,

which promotes curiosity, invites students to approach problem solving, and encourages productive struggle.

Health and Physical Education

It is our belief that in order for students to learn at high levels and reach their full potential, they must be healthy. As a school, we consciously promote health and wellness, by teaching our students about how their body works and what it needs in order to sustain itself. Each student is provided a well-balanced meal for breakfast and lunch and provided a snack featuring fresh fruit each day. The physical education and health curriculum emphasizes developing and practicing strategies for healthy living through interactive participatory lessons that use inquiry to challenge and inspire students. We believe strongly that students, just like adults, need a balance of both physical and mental activity, and to spend time in outside environments. As much as possible, outdoor lessons and activities are developed throughout the year to encourage healthy physical and mental activity amongst students.

Arts Integration

Arts integration is a part of the school's academic programming with the goal of encouraging a more in-depth study of reading module topics, creative expression, arts appreciation, and to support students with building a positive sense of self. Classroom teachers will use the arts through the lens of helping students learn about society, culture, history, science and the human experience. Many of the student's 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 often inspires students to develop an appreciation of art, care about their work and the work of others, while also, helping them recognize the importance and the relationship between effort and 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 Hours

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

Morning and Closing Circle Meetings

Each morning and prior to dismissal, every student in the building is involved in a morning meeting and closing circle 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, helps students work together when problem-solving and review the character trait of the day. In addition to developing community, these meeting structures help students understand and set realistic and rigorous character and academic goals while providing them ample opportunities to grow towards those goals. All students are expected to attend their meetings, as they are seen as a vital component to the overall program at TCGDC.

Parents & Family Involvement

Parents and 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 actively utilize our two parent board members to represent them on issues in their absence. Board meetings are held every other month on the second Monday. Families are encouraged to chaperone during trips, offer their expertise to enrich our lessons, volunteer in some capacity, or come and check-in with their child during the day. The school has a full time parent liaison who primarily supports parents and families build and maintain a healthy school to home support plan. Since 2016, the school has had an active parent teacher advisory that works with school administration to develop and support the school's goals.

The school administration and faculty maintain communication through a number of different venues including Living Tree, Instagram, Facebook, newsletters, Email, 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 are encouraged to assist with lunch, class projects, reading with students, and/or sharing personal strengths, hobbies, jobs, etc.

The Children's Guild is very proud to consistently demonstrate effectiveness on the parent satisfaction survey and obtain nearly 90% parent/family participation during the end of year She-tea and Guys & Ties events for the past three years. Consistent participation reflects the commitment and dedication of our parents and families.

Many of the parents and families of the school's students rely on public assistance. This is significant, because families with higher income levels, who have children with special education needs or who are at-risk, are better positioned to access services and supports for their students. For many of our parents and families, TCGDC serves as the core support for our families and is a community resource & partner that provides training, mental health support, and food/clothing resources to assist our students and families with basic life needs.

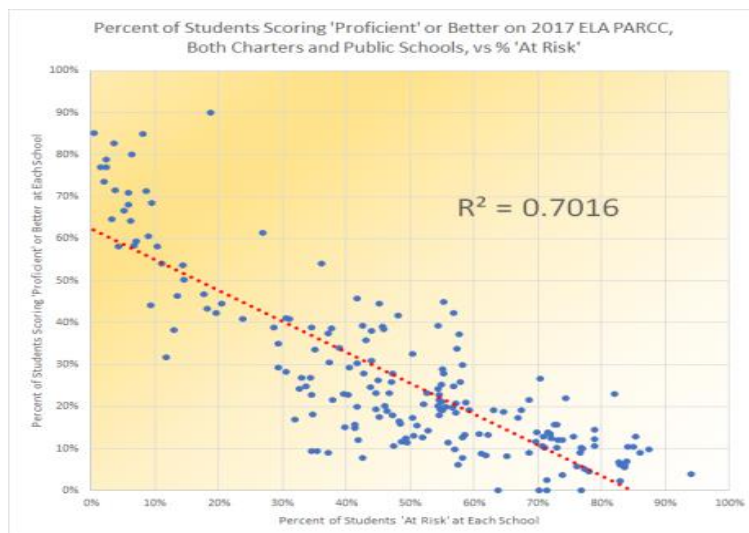
Performance and Progress

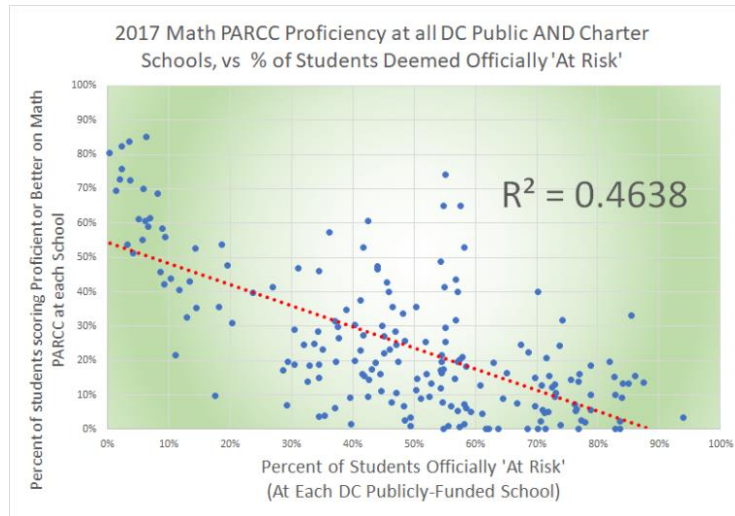
School Performance—Fulfilling the Mission

Now in its' fifth year of operation, 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 using brain-based research to reach all students. TCGDC purposefully addresses students across the spectrum of academic and behavioral gifts and challenges and recognizes the importance of building systems to address gaps and deficits. These systems include a supportive culture for students and families, a stable and experienced staff, processes for utilizing data, instructional accountability and a rigorous professional development program. TCGDC will continue to honor the charge by providing a high quality-learning environment for some of the District's most at-risk population groups.

Central to our mission, TCGDC is unique to the DCPS and DC charter school sector, in that it is the only K-8 school considered an alternative school. Our role is to serve students with disabilities (60% SWD and 40% Gen. Ed.), the most challenging student populations, and the most at-risk populations with multiple risk factors (nearly 90% compared to DC PCSB 43%) in the district. For the past three years, the school has served more than 50% of students with special needs (DC PCSB 14%), of which nearly 50% of students require the highest level of support (Level 4) compared to DCPS schools (2.8%) and other charter schools (2.8%) located throughout the District of Columbia. TCGDC has learned over time that consistent systems, structures and processes, a supportive nurturing staff, and high quality academic and social and emotional learning (SEL) programming are critical to our student's success.

Research asserts that there is a high correlation between percentage of students “at risk” in DC schools and their proficiency rates in both Math and Reading on the PARCC test, as demonstrated here <https://gfbrandenburg.wordpress.com/2018/01/29/poverty-vs-proficiency-in-dc-public-and-charter-schools/> and see the graphs below.





Retrieved from <https://gfbrandenburg.wordpress.com/2018/01/29/poverty-vs-proficiency-in-dc-public-and-charter-schools/>

School Enrollment and Instructional Days

The Children's Guild DC Public Charter recruits and provides transportation for students across the district. The school, while located in Ward 5, draws a majority of students from Wards 7 and 8. True to its' mission, the school attracts many students with special needs (50%+, 15% homelessness, nearly 70% direct certification for Free and Reduced Lunch,) poor academic performance and attendance with many entering at two to three grade levels below in reading and mathematics. Student enrollment continues to stabilize despite the transitory nature of the students who attend the school. Primarily withdrawals have been related to transient housing and placement in and out of state housing. Student enrollment has increased each year since inception (2015-16 Enrollment = 343, 2016-17 Enrollment = 342, 2017-18 Enrollment = 375).

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

Audited October 5 (2018-19) enrollment: 376

Grade	PK3	PK4	KG	1	2	3	4	5	6	7	8
Student Count			13	29	33	38	36	56	72	59	40

Instructional Days

(180 total days)

Month	Full Days	Partial Days	Total Days
August	8	1	9
September	14	4	18
October	15	5	20
November	14	3	17
December	11	3	14
January	14	4	18
February	14	3	17
March	15	4	19
April	13	3	16
May	17	5	22
June	8	2	10
Total Days	143	37	180
Total Hours	1001	166.5	1167.5

Goals and Academic Achievements

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

I-Ready Reading

- 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: I-Ready Assessment 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 I-Ready reading assessment.

Met: 56%

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 I-Ready reading assessment.

Met: 69%

Progress towards Goals:

I-Ready is a computer-adapted assessment that determines grade level performance and measures growth, based on a correlation with PARCC. I-Ready projects a growth based on a national sample by grade. Overall, the students at TCGDC exceeded the goal of at least 50% of the students meeting their target in reading. For the population as a whole, the percentage of students meeting the target increased from 36% to 56%. Students with disabilities significantly exceeded the target by nearly twenty percentage points. The percentage of special education students meeting the target increased from 35.3 % to 69%. The majority of students made significant progress over the course of the year, moving from two 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. Although the low entry levels of students and unstable living

environments continue to be a challenge for providing consistent targeted instruction to students.

I-Ready Math

- 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: I-Ready Assessment 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 I-Ready math assessment.

Met: 51.4%

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 I-Ready math assessment.

Met: 66.12%

Progress towards Goals:

Performance in math is tightly aligned to the Common Core State Standards. Teachers employed the Eureka Math curriculum paired with Ready materials as a tier one intervention. In addition, students utilized the Ready instructional program to reinforce skills identified as gaps during the assessment periods. The percentage of students overall exceeded the target by 1.4%. Overall students increased their growth by three percentage points (48.4% to 51.4%) from the previous year, while students with disabilities exceeded the targets by 16%. The percentage of special education students meeting the target increased from 53.2 % to 66.1% from the previous year. The school continues to make appropriate shifts to accommodate specific learning needs of students each year. TCGDC was able to move students from two grade levels below at the beginning of the year to one grade level below.

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: 11.5%

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 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: 9.0%

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: 3.9%

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: 8.2%

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: 29.0%

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: 7.9%

Progress towards Goals:

During the 2018-19 school year, TCGDC utilized Ready skill supplements to underpin instruction through project based learning in ELA, which resulted in a 3.6% student achievement rate increase for Level 3 & 4 students with disabilities in the 3+ designation, as well as a 3.7% student achievement rate increase for non-special education in the 4+ designation. These gains are an early signal that doubling down on reading interventions such as Language Live and Read Well are paying dividends for students. To build upon these successes, TCGDC is continuing Language Live and Read Well interventions and instituting Wit & Wisdom as the anchor curriculum for ELA, which embeds critical thinking and vocabulary to create a more holistic approach to literature and written expression.

ELA PARCC Performance

Third/ELA

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	3.2%	5.0%	0.0%	8.1%	30.0%	41.0%
Exceeded	(790-850)		0.0%	0.0%	0.0%	0.0%	2.0%	5.0%
Met	(750-789)		3.2%	5.0%	0.0%	8.1%	28.0%	36.0%
Approached	(725-749)		10.0%	19.0%	10.0%	13.5%	22.0%	23.0%
Partially Met	(700-724)		16.0%	16.0%	13.3%	16.2%	22.0%	17.0%
Not Met Yet	(650-699)		71.0%	60.0%	76.7%	62.2%	27.0%	20.0%

Fourth/ELA

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	2.6%	6.0%	2.0%	6.1%	33.0%	44.0%
Exceeded	(796-850)		0.0%	0.0%	0.0%	0.0%	6.0%	11.0%
Met	(750-795)		2.6%	6.0%	2.0%	6.1%	27.0%	33.0%
Approached	(725-749)		26.0%	23.0%	10.0%	27.3%	27.0%	25.0%
Partially Met	(700-724)		24.0%	37.0%	34.0%	24.2%	21.0%	18.0%
Not Met Yet	(650-699)		47.0%	35.0%	54.0%	42.4%	19.0%	13.0%

Fifth/ELA

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	8.0%	2.0%	1.6%	4.1%	35.0%	43.0%
Exceeded	(790-850)		0.0%	0.0%	0.0%	0.0%	4.0%	5.0%
Met	(750-789)		8.0%	2.0%	1.6%	4.1%	31.0%	38.0%
Approached	(725-749)		4.0%	20.0%	14.5%	16.3%	25.0%	26.0%
Partially Met	(700-724)		36.0%	32.0%	37.1%	36.7%	23.0%	19.0%
Not Met Yet	(650-699)		52.0%	46.0%	46.8%	42.9%	18.0%	12.0%

Sixth/ELA

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	3.4%	3.0%	2.2%	3.2%	35.0%	41.0%
Exceeded	(790-850)		0.0%	0.0%	0.0%	0.0%	5.0%	8.0%
Met	(750-789)		3.4%	3.0%	2.2%	3.2%	30.0%	33.0%
Approached	(725-749)		14.0%	13.0%	15.6%	11.1%	28.0%	28.0%
Partially Met	(700-724)		38.0%	26.0%	20.0%	47.6%	22.0%	20.0%
Not Met Yet	(650-699)		45.0%	58.0%	62.2%	38.1%	15.0%	11.0%

Seventh/ELA

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	0.0%	5.0%	6.1%	2.1%	41.0%	47.0%
Exceeded	(790-850)		0.0%	0.0%	0.0%	0.0%	13.0%	16.0%
Met	(750-789)		0.0%	5.0%	6.1%	2.1%	28.0%	31.0%
Approached	(725-749)		31.0%	19.0%	3.0%	10.6%	22.0%	23.0%
Partially Met	(700-724)		25.0%	14.0%	39.4%	36.2%	19.0%	16.0%
Not Met Yet	(650-699)		44.0%	62.0%	51.5%	51.1%	17.0%	14.0%

Eighth/ELA

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	0.0%	0.0%	7.9%	4.2%	35.0%	44.0%
Exceeded	(790-850)		0.0%	0.0%	0.0%	0.0%	7.0%	11.0%
Met	(750-789)		0.0%	0.0%	7.9%	4.2%	28.0%	33.0%
Approached	(725-749)		29.0%	10.0%	21.1%	13.7%	23.0%	24.0%
Partially Met	(700-724)		29.0%	33.0%	18.4%	34.7%	19.0%	17.0%
Not Met Yet	(650-699)		41.0%	57.0%	52.6%	47.3%	22.0%	16.0%

State Assessment—Mathematics

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: 16.7%

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: 4.1%

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: 4.2%

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: 8.3%

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: 25%

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: 3.5%

Progress towards Goals:

During the 2018-19 school year, TCGDC utilized Ready skill supplements to underpin instruction through Eureka Math, which resulted in a 4.2% increase for Level 1 & 2 students with disabilities in the 3+ and 4+ designations. All other designations held consistent or were within 2.2%. This stabilization and gains signal that TCGDC is well positioned to accelerate student learning. To build upon these successes, TCGDC is continuing Ready supplements and I-Ready skill building for K-8, as well as implementing the Dimensions Math program for K-5 and a more targeted implementation of Eureka Math for 6-8. Each math curriculum focuses deeply upon number sense and the CPA approach such that concrete, pictorial, and abstract stages to learning are utilized as scaffolds for building and cementing conceptual understanding. Additionally, math interventionists will pull small groups working directly with students on high stake standards.

Math PARCC Performance

Third/MATH

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	3.2%	28.0%	6.7%	5.9%	40.0%	43.0%
Exceeded	(790-850)		0.0%	2.0%	0.0%	0.0%	6.0%	11.0%
Met	(750-789)		3.2%	26.0%	6.7%	5.9%	33.0%	32.0%
Approached	(725-749)		16.0%	28.0%	16.7%	29.4%	27.0%	25.0%
Partially Met	(700-724)		29.0%	16.0%	33.3%	32.4%	18.0%	20.0%
Not Met Yet	(650-699)		52.0%	28.0%	43.3%	32.4%	15.0%	13.0%

Fourth/MATH

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	2.7%	0.0%	3.9%	0.0%	37.0%	38.0%
Exceeded	(796-850)		0.0%	0.0%	0.0%	0.0%	3.0%	5.0%
Met	(750-795)		2.7%	0.0%	3.9%	0.0%	34.0%	33.0%
Approached	(725-749)		5.0%	17.0%	23.5%	6.7%	27.0%	27.0%
Partially Met	(700-724)		35.0%	40.0%	13.7%	43.3%	21.0%	22.0%
Not Met Yet	(650-699)		57.0%	42.0%	58.8%	50.0%	15.0%	14.0%

Fifth/MATH

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	0.0%	2.0%	1.6%	8.1%	31.0%	37.0%
Exceeded	(790-850)		0.0%	0.0%	0.0%	2.0%	5.0%	7.0%
Met	(750-789)		0.0%	2.0%	1.6%	6.1%	26.0%	31.0%
Approached	(725-749)		16.0%	12.0%	16.1%	16.3%	28.0%	27.0%
Partially Met	(700-724)		44.0%	49.0%	48.4%	40.8%	27.0%	22.0%
Not Met Yet	(650-699)		40.0%	37.0%	33.9%	34.7%	14.0%	14.0%

Sixth /MATH

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	0.0	0.0	0.0	0.0%	22%	32.0%
Exceeded	(790-850)		0.0	0.0	0.0	0.0%	2%	5.0%
Met	(750-789)		0.0	0.0	0.0	0.0%	20%	27.0%
Approached	(725-749)		10.0	16.0	8.9	12.5%	28%	28.0%
Partially Met	(700-724)		48.0	43.0	20.0	31.3%	29%	26.0%
Not Met Yet	(650-699)		41.0	41.0	71.1	56.3%	21%	14.0%

Seventh/MATH

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	0.0%	0.0%	0.0%	0.0%	26.0%	33.0%
Exceeded	(790-850)		0.0%	0.0%	0.0%	0.0%	4.0%	4.0%
Met	(750-789)		0.0%	0.0%	0.0%	0.0%	22.0%	29.0%
Approached	(725-749)		19.0%	16.0%	15.2%	8.0%	30.0%	30.0%
Partially Met	(700-724)		56.0%	49.0%	42.4%	38.0%	32.0%	26.0%
Not Met Yet	(650-699)		25.0%	35.0%	42.4%	54.0%	11.0%	11.0%

Eighth/MATH

PERFORMANCE	Range	14-15	15-16	16-17	17-18	18-19	DC Charters	PARCC
Met or Exceeded	(750-850)	n/a	0.0%	0.0%	0.0%	2.3%	23.0%	26.0%
Exceeded	(790-850)		0.0%	0.0%	0.0%	0.4%	2.0%	3.0%
Met	(750-789)		0.0%	0.0%	0.0%	1.9%	21.0%	23.0%
Approached	(725-749)		12.0%	5.0%	7.9%	12.3%	19.0%	24.0%
Partially Met	(700-724)		24.0%	19.0%	26.3%	34.5%	22.0%	24.0%
Not Met Yet	(650-699)		65.0%	76.0%	65.8%	51.0%	35.0%	27.0%

Attendance

Annually, the in-seat attendance rate will meet or exceed 90%.
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Not Met: 87.8%

In-Seat Attendance: 87.8%

Average Daily Attendance: 86.18%

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, does not count toward the in-seat attendance rate.

Progress towards the goal: For the past four years, TCGDC has created a climate in which students are excited to attend school. Student excitement has been the result of school staff providing an engaging and nurturing environment as evidenced by student climate survey results. Along this journey, TCGDC has convened a Care Team consisting of social workers, behavioral coaches, and therapeutic behavior aids, who examine behavioral and attendance data weekly to address at-risk students. In addition, the Parent Liaison ensures that families are provided many crucial supports, which enable students to attend school on a daily basis. TCGDC continues to provide essential sustenance for vulnerable students and clean clothes for each day to mitigate barriers that lead at-risk students to miss school, leading to poor attendance. Family outreach continues to be a critical focus for the school.

TCGDC students travel from various wards of the city and represent some of the most transient and at-risk groups. Responding to this need, the school offers yellow bus transportation for all students. In addition to this service, the school continues to develop creative ways to engage its economically vulnerable families, who are more prone to mid-year household transitions. The school offers attendance incentives for students and offers families counseling and resources to improve student engagement.

Below are the daily tables for the school's Average Daily Attendance by month and grade.

Month	Attendance		Grade	Percent Present
August	87.81%		K	85.98
September	89.29%		1	96.17
October	86.75%		2	87.07
November	82.98%		3	87.61
December	85.93%		4	85.71
January	83.77%		5	87.21
February	85.55%		6	87.73
March	84.27%		7	88.25
April	84.48%		8	85.33
May	90.59%		Total	87.81
June	86.19%			
Total	86.18%			

Student Discipline

The Children's Guild DC Public Charter seeks to create a safe, academically and socially enriched environment that enables students to utilize creative expression, be self-disciplined and make learning a life-long process through restorative practices and self-reflective experiences.

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.

Full Academic Year	All Data
General Education Suspension Rate: 2.5%	General Education Suspension Rate: 3.5%
SWD Suspension Rate: 10.3%	SWD Suspension Rate: 10.8%
Charter Sector Suspension Rate: unknown	
Long-Term Suspension Rate: 0%	
Expulsion Rate: 0%	
Student Promotion Rate: 98.4%	

Student Accountability Data 18-19

As with any data, numbers on the page need context to garner meaning and become operational for decision-makers at the school and community levels. Figure 1 – the table below – displays 2018-19 student accountability data in two major categories - Full Academic Year Enrollment and All Data.

This reporting breakdown follows the same date range as other PCSB assessment reporting criteria. Full Academic Year is defined as enrollment and attendance between October 5, 2018, and April 1, 2019. In this category, data for students who did not maintain enrollment for the full attendance period is not included. All Data represents all data regardless of student dates of enrollment.

Figure 1 - Student Accountability Data SY 18-19

	Full-Academic Year—Students who did not stay the entire school year.					All Data—Any student who attend the school at least one day.				
	SWD	% Repeat	GEN ED	% Repeat	Total	SWD	% Repeat	GEN ED	% Repeat	Total
Total Number of Suspension Incidents	31		5		36	34		9		43
Individual Students Suspended	18	38.9%	5	0%	23	19	42.1%	7	28.6%	26
Total Number of Students	175		198		373	176		200		376
Total Suspension Percentages (%)	17.7%		2.5%		9.7%	19.3%		4.5%		11.4%
Individual Students Suspended Percentage (%)	10.3%		2.5%		6.2%	10.8%		3.5%		6.9%

Figure 1 further delineates student accountability data into students with disabilities (SWD) and the general education population (GEN ED). The All Data Total for Individual Students Suspended Percentage (%) coincides with the audited suspension rate disseminated to The Children’s Guild LEA from PCSB on July 15, 2019.

Rationale

In creating the table above, The Children's Guild utilized the PCSB definition for suspension rate - "Suspension Rate: # of Audited Students Suspended / # of Audited Students." TCG extrapolated this reasoning to the totals and data for all categories of students within the table. A total of three (3) students - 1 SWD and 2 General Education (GEN ED) - were not included in the Full-Academic Year data, which accounted for seven (7) suspensions - 3 SWD suspensions and 4 General Education (GEN ED) suspensions. Totals in each category were adjusted to reflect appropriately included students. Of the 31 suspensions for students with disabilities (Full Academic year), nearly 40% of the total suspension rate were by 5 students. While all special education students suspended presented serious safety risks and were properly suspended as a last resort, the five students in general education displayed aggressive and often violent

conduct that lead to incarceration and/or a more restrictive setting. The impact of these students on TCGDC's special education suspension rate is significant. Moreover, students who did not remain at TCGDC for a full year, yet participated in serious offenses also adversely affect the school's overall suspension rate. Despite the school's effective social-emotional health supports, these extreme cases offered TCGDC no choice but suspension in order to protect the safety of all involved. TCGDC takes suspension decisions very seriously from an educational standpoint and through the lens of the Student Code of Conduct. The suspension rate is not reflective of TCGDC's ability to provide adequate supports to students with behavior challenges, but instead illuminates the serious challenges that the school addresses each day.

Student Supports

The student intake process is a major strategy that administration uses to build strong relationships with students. As the Children's Guild seeks to support the unique needs of all students through responsive and restorative interventions, we have implemented the following measures to ensure that safety and student engagement are restored as a deterrent to out of school suspension.

- Sensory/De-escalation room - This space is an opportunity for students to reduce unwarranted behavioral outcomes and to reduce external stimuli that may prompt these outcomes. Students are encouraged and supported by a member of the behavioral team as they take the time necessary to regain focus and resolve the concern, which initiated the behavioral outcome in the first place.
- Behavior Coaches and Students Support Centers - Initial incidents, which require a moment of reflection, are addressed by trained behavioral staff within our student support centers and in classrooms for in-the-moment student support.
- Social Workers, who provide targeted and holistic support, offer students relaxation techniques, coping skills, and conflict resolution skills that enable the student to learn to self-regulate in order to normalize effective skills.
- Restorative Instruction Class - In times where the previous interventions do not result in subsided behavior outcomes, students have the opportunity to work in small restorative groups with a member of the behavior team and a member of the social work team to resolve the inter-personal concerns that have led to the behavioral outcomes. Students have this opportunity as a vehicle to continue their studies and receive the necessary supports to de-escalate and swiftly return to class.

While each supportive measure is implemented to minimize and even prevent an out of school suspension, we must protect the opportunity for all students in the school to engage in learning and be safe - personally and interpersonally. Thus, if a student exhausts all of the supports listed above and persists in their conduct that is severely disruptive to the learning environment, an out of school suspension will be issued as a last resort.

Progress towards the goal:

Student suspensions typically peak in October as the school doubles down on establishing a strong school culture for students. New and current students work hard to adjust to a new school year and/or learning environment while teachers reinforce 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 routine as teachers and support staff worked together to manage student concerns.

Month	Suspensions 16-17	Suspensions 17-18	Suspensions 18-19
September	10	2	2
October	7	9	14
November	11	4	7
December	8	5	4
January	11	4	5
February	8	3	4
March	9	3	4
April	4	5	0
May	6	6	1
June	0	0	2

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: 4.0 on a scale of 1 to 5.

Progress towards the goal:

TCGDC continues to make strides around parent engagement. The number of parent respondents continues to increase each year because of the school expanding more outreach for parents to become more engaged at the school level. The school seeks input from parents using multiple modalities including social media—Instagram and Facebook, website – tcgdc.org, online engagement platforms – Living Tree, home visits, community meetings, email, phone calls, and in-person meetings. Each year the school offers three to four major events that are highly regarded by the parents, which underscore our goal of connectedness and engagement. Our parents and families have a strong interest in providing the school with feedback during the survey window; however, many of our families cannot access technology from home, which is why the events are vital, such that parents can access technology from the school.

The 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: 4.32 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: 4.12 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 outperform the national sample in Entrepreneurial Aspiration and Financial Literacy. TCGDC takes inspiration from this trend and continually works to develop a sense of student identity and community within the school with multiple events that enhance student well-being.

Lessons Learned and Actions to Be Taken

Delivering on the Mission

The Children’s Guild DC Public Charter has a mission to serve all students in the district including students with unique needs. Building upon this philosophy established by The Children’s Guild Organization, TCGDC has created a strong climate characterized by feelings of safety and support for students and recognizing that academic success can only be realized when a child is ready to learn. Many of the students who attend TCGDC are not ready to learn

when they first come to school – grappling with many social and academic gaps. Recognizing these facts, TCGDC offers students love, hope, and rich learning experiences from the moment they step into the building. In this environment, students learn to feel safe and to understand that life is a journey, where patience and effort are a pathway to achieve success.

Students who attend TCGDC often encounter/have encountered many personal setbacks and challenges—often including traumatic life experiences. To address this reality, the school has made shifts each year within its instructional, staffing, and SEL programming to effectively support students and their families. TCGDC employs a CARE team consisting of 7 full-time social workers to assist students and their families with counseling; 5 behavior coaches to mentor and support students and teachers with managing challenging behaviors through restorative practices; therapeutic behavior aides to support students in class with in-the-moment redirection and focus reminders; and classroom teaching assistants to support students academically in the classroom. TCGDC wants to ensure that each student is uniquely served and has the necessary tools to grow to reach their full capacity. Experience and time has proven that our efforts are invaluable to students who remain with us for more than one year as evidenced by the end of the year (EOY) I-Ready scores and positive shifts that have occurred in PARCC achievement.

The school will continue to deploy social workers to work directly with students during the school day and provide wrap around services to families. For the 19-20 SY, the school introduced a model whereby social workers also work directly with students who have been identified through the SST process as being at-risk as an early intervention strategy. The school's parent liaison works closely with families to remove barriers that often time prevent students from attending school at least 90% of the school year and offers workshops and other training opportunities for parents to learn how to build strong school to home connections.

Selecting and retaining staff committed to work with an urban population, whose school experience has not always been the most positive socially, emotionally, and/or academically is a critical task and priority at TCGDC. As such, the professional development plan for the 2019-20 school year aggressively targets the connection between an SEL-rich and academically-focused climate. Addressing our student's reading gaps will be facilitated by the continued integration of the Voyager Passport reading intervention program by all teachers who were assigned to teach reading. Teachers will maintain a laser focus on identifying and addressing gaps in phonological awareness, vocabulary, and reading comprehension. Additionally, TCGDC hired four additional instructional coaches to provide job-embedded coaching and professional development to classroom teachers and teacher assistants.

Whole Brain Teaching (WBT) was implemented with fidelity and helped teachers to strengthen student engagement using the three learning modalities. Integrating WBT also help to build relevance, and served 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, staff survey results illuminated the need for social and instructional support for all adults in the building. As a result, TCGDC has created several avenues to intensify the connection among staff unified by the TCGDC mission and common work, where mutual collaboration and support set the tenor of the environment for staff and students.

Teacher Capacity

The key to student success is teacher instructional capacity. Building said capacity begins with teacher recruitment and engagement, where developing a growth mindset for children, creating a supportive environment, and employing instructionally effective, content-standards based practices form the cornerstone of practice and growth. Once on boarded, capacity is further developed through in-the-moment and reflective instructional coaching in three key pathways: whole staff learning, grade-level and content-specific learning, and individual, one-on-one learning. In light of these development experiences, teachers utilize data from individual lessons for instruction, including I-Ready diagnostic and instruction results, to support students in achieving grade-level content standards in both literacy and math.

Weekly data meetings have had the greatest impact on helping teachers to identify and address academic gaps. The weekly data meetings (WDM) focuses on content knowledge, interpreting and unpacking content standards, and deploying appropriate instructional moves in response to student data. These meetings are led by the instructional coach and/or the academic dean in collaboration with the teacher. Grade groups meet weekly to plan and rehearse rigorous lessons prior to execution in the classroom. Instructional lessons must include differentiation for students with specific needs with appropriate scaffolds for all learners present. The administrative team and academic coaches perform structured observational walks grounded in student work and explicit feedback. Each coach/academic dean is required to debrief with the teacher personally prior to the end of the day using the notes from the debrief to build future meeting action steps. Teachers receive specific feedback to improve classroom practices and student outcomes.

TCGDC instructional staff can be categorized in four ways: new/novice teachers, those requiring substantial assistance, those requiring some assistance, and those who are master teachers and can serve in leadership roles. Administrators and academic deans meet with individual teachers to hone their practice.

Highly effective teaching is the result of the recruitment, development, and retention of staff – recruitment chief among them. Fully understanding the importance of recruitment, TCGDC has utilized myriad sources of recruitment across the year including: national educator posting sites, job fairs in DC and the Mid-Atlantic Region, partnerships with colleges and universities with education departments, personal networks of staff, and teacher preparation programs – Teach for America and Urban Teachers. Constructing these pipelines allow TCGDC to create a sustainable pipeline of “home grown” teachers. A pivotal factor in the selection process is experience in urban settings, with high academic student performance and expertise in managing learning for students with disabilities.

TCGDC adopted a teacher evaluation model based on the Danielson Framework for Teaching whose 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. Teachers are identified as needing monitoring, 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 using Whetstone, a computer-based platform. Under-performing teachers are placed on an intensive support plans, coached using the most invasive model, and monitored closely based on clear action steps. Teachers failing to make any progress following this level of

support are dismissed from their position and an instructional coach is assigned to support the class until a suitable replacement instructor is found.

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.

Student Support

The school employs three systems to identify appropriate interventions for students. Localized at the grade-level band, the first tier is chaired by the grade-level band assistant principal and includes grade-level teachers and special educators. In this working group lessons are developed to differentiate instruction for students with traceable intervention data. Many of the students at TCGDC require substantial interventions for academic and behavioral support through the grade-level teams. Initial assessment requires a diagnostic administration of I-Ready, which is a computer adaptive assessment tool. State assessment scores, student work samples, and social-emotional observational notes are examined to determine appropriate next steps and further interventions.

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 be initiated for a student. At this meeting, the team determines specific intervention plans tailored to the student at hand with regular cycles of data review for efficacy and for the team to mobilize resources for interventions. The deployment of resources and changes in staff schedules to accommodate students requires a systematic approach, with approval from the Chief Academic Officer. One result of the SST process can be student referral to the IEP process for evaluation, when interventions are not effective.

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 holistic look at aggregate 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 addressed immediately by the teacher. However, requests for additional support are automatically sent to the SST for further consideration.

Academics

TCGDC focuses on differentiating its instructional programming to meet students where they are, focusing on growth rather than ability. Some of the instructional shifts that have positively contributed to the school's gains are as follows.

- 1) Dimensions Math (K-5) & Eureka Math (6-8)—Both curricula are based on Common Core Standards and use a thematic approach, as well as support project-based learning and encourage mathematical discourse and critical thinking.
- 2) Project-based learning (PBL)—Based on the Buck Institute for Education, PBL pushes students to engage in real world problem-solving.
- 3) Balanced Literacy & Interventions—Using the tenants of Wit & Wisdom, Read Well, and Language Live for a balanced literacy approach, teachers approach reading and writing through an integrated lens. Students have daily opportunities to read, write, and speak using engaging, rigorous texts – both literary and informational.
- 4) Interim Assessment Data—Based on standards-based instruction, teachers assess student mastery based on a 6 to 8-week cycle. Following the assessment administration, teachers participate in a data dive using student work to identify strengths, misconceptions, and to create re-teaching/review plans.
- 5) Professional Development and Coaching—Following the data dive, appropriate adjustments are made to the coaching and professional development plan to ensure that teachers understand how to masterfully teach high stakes skills.
- 6) Arts Integration—The Wit & Wisdom Curriculum has provided teachers with a simplified approach to integrating arts into all subjects. Each module is designed around one topic that deeply explores all facets of a particular theme. The curriculum includes works of art, history, and music as a form of engagement and expression.

As evidenced by the Qualitative Site Review (QSR) that took place during the 2018-19 school year, TCGDC is well positioned for sustainable growth. Administration monitors data from the instructional systems and tools weekly in order to modify and adjust practices to accommodate student needs and inform professional development opportunities. Interim assessment data (IA), I-Ready and reading intervention data are reviewed quarterly, so teachers and administrators can respond as soon as it becomes available. Resource teachers and interventionists also use this data to provide supplemental services to students during and after the school day, as well as during summer intersessions.

The outcomes of the QSR visit confirmed that indeed TCGDC is on a positive trajectory predicated upon placing the needs of students first. Despite the many challenges staff face in serving this unique student population, the school continues to close the key gaps at a steady rate.

Unique Accomplishments

National At-Risk Education Network (NAREN)-- The NAREN-TranZed Conference was created by the National At-Risk Education Network (NAREN), a nonprofit educational agency dedicated to promoting the success of at-risk youth in schools and supporting the professionals who work on their behalf. The Children's Guild is proud to be an affiliate of the national organization serving children, families, and child-serving organizations. NAREN is dedicated to transforming how America educates and cares for its children through education, behavioral health and national training and consultation services. Staff employed at TCGDC served as conference presenters sharing strategies that have helped the school improve academic and behavioral outcomes for the District's most fragile student population.

George Washington University Partnership

Throughout the 2018-19 school year, TCGDC has been in conversation the George Washington (GW) School of Human Development MA Ed HD program. Several TCGDC and Children's Guild leaders are graduates of the program, which equips educators with essential skills in supporting students with special needs, especially emotional regulation concerns. Advancing into the 2019-20 school year, TCGDC will officially send its first sponsored educator through the program. The GW partnership is the just one of the programs available to staff, who seek to remain with TCGDC and deepen their practice through further education and training. Participants in the program have the opportunity to continue teaching and implement acquired skills in the classroom right away.

We are excited about the benefits for students as a result of this partnership and the dividends for our instructional community as a result of teachers participating in the program.

KIPP Certification Fellowship Partnership

TCGDC has long sought to formalize professional learning for staff, who seek deepen their instructional practice, and constructing effective pipeline of special educators has proven a constant struggle. The school successfully developed a partnership with KIPP to provide non-certificated teaching staff an opportunity to become certified in special education offered through a yearlong fellowship. KIPP's SPED Fellowship, similar to the GW partnership, allows teachers to continue their work in the classroom, while cementing their learning and attaining eligibility for certification. Through this partnership, the school is able to create a sustainable pipeline of special education teachers capable of supporting our students in a variety of settings within our school, which is an exciting value-added proposition for students and families.

RELAY GSE – National Principal's Academy Fellowship (NPAF) and National Principal's Supervisors Academy (NPSA)

Second to instructional effectiveness, school leader effectiveness is a key determinant of school success. TCGDC, understanding areas for growth, launched a partnership with NPSA and NPAF to bring the effective practices around the seven levers of leadership to the TCGDC school community, and to deepen the school's commitment around the two super-levers – Data-Driven Instruction and Student Culture. Throughout this process, leaders will continue to build the systems and structures that enable students to be successful in the classroom through enhanced instructional coaching, strategic professional development, and precise data reviews. Developing leadership capacity is essential for the TCGDC to launch into the 2019-20 school year and capitalize upon its previous successes.

List of Donors

TCGDC did not have any donors or grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2018-19 school year.

Appendices

Appendix A

STAFF ROSTER as of 10/05/2018

<u>Name</u>	<u>Position Description</u>
Abdussamadi, Yasmin	Library Media Aide
Akers, Angelica	Teacher
Alexander, Iva	Speech Language Pathologist
Alston, Breeona	Teacher Assistant
Armstrong, Michael	Teacher Physical Education
Beale, Da'Jiah	Therapeutic Behavior Aide
Beckford Jr., Devon	Therapeutic Behavior Aide
Bentley, Montez	Therapeutic Behavior Aide
Braxton, Dominique	Teacher Assistant
Burks, Tra	Therapeutic Behavior Aide
Burnett, Jahnea	Teacher Assistant
Butts, Stephanie	Therapeutic Behavior Aide
Caldwell, Monica	Teacher Special Education
Calhoun, Aaron	Therapeutic Behavior Aide
Calhoun, Karen	Therapeutic Behavior Aide
Campbell, Derek	Therapeutic Behavior Aide
Camphor, Shelby	Therapeutic Behavior Aide
Carter, Franchesca	Teacher
Carter, Tia	Teacher Special Education
Clark, Ebonnie	Teacher Special Education
Clay, Micaele	Teacher Art
Clemons, Shaniece	Therapeutic Behavior Aide
Cook, Darrin	Therapeutic Behavior Aide
Cooper, Kevell	Therapeutic Behavior Aide

Cose-Primus, Alyssa	School Social Worker
Curtis, Isa	Therapeutic Behavior Aide
Daniels, Bryan	Principal
De La Cruz, Bryan	Therapeutic Behavior Aide
Dillard, Dashawn	Lead Behavior Coach
Dudley-Wilson, Rikia	Teacher Special Education
Edmonds, Kiara	Therapeutic Behavior Aide
Edwers, Audrey	Teacher
Estep, Ronesha	Supervisor of School Operations
Ford, Margaret	Teacher Assistant
Foreman, Jessica	Therapeutic Behavior Aide
Foster, Kennise	Special Education Coordinator
Fuqua, Marcellina	School Social Worker
Giles, Melody	Student Recruitment Coordinator- Community/Parent Liaison
Gossin, Prisca	Teacher Assistant
Grant, Chadae	School Social Worker
Green Clarke, Cleopatra	Teacher Assistant
Gwynn, Darius	School Social Worker
Harrington, Aeisha	Teacher Assistant
Hawkins, Shanay	Therapeutic Behavior Aide
Herbert, Isaiah	Therapeutic Behavior Aide
Herbert, Kenede	Teacher Special Education
Hill, Joshua	Teacher Assistant
Holland, Shane	Therapeutic Behavior Aide
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 Special Education
Jenkins, James	Behavior Coach
Johnson, Daryl	Teacher Special Education
Johnson, Nichel'le	Therapeutic Behavior Aide
Johnson, Rosa	Teacher
Jones, Angela	Therapeutic Behavior Aide
Jones, Carlita	IEP Coordinator
Jones, Lynette	Teacher Special Education
Jones, Makia	Teacher
Jordan, Michael	Teacher
Knox, Kendall	Teacher
Kosin, Elizabeth	School Social Worker
Lee, Shelton	Teacher
Liverpool, Candise	Therapeutic Behavior Aide
McBride, Alexseyia	Therapeutic Behavior Aide
Moon, Heleena	Instructional Coach
Morton, Jessica	Teacher Assistant
Newlon, Aaron	Therapeutic Behavior Aide
Ngozi, Kamau	Instructor
Nicholson, Diray	Therapeutic Behavior Aide
Nicholson, Nakia	Chief Academic Officer
Nickerson, Patricia	Behavior Coach
Nolon, Angelica	Teacher Assistant
Nussbaum, Marjorie	Teacher
Payen, Keyasha	Therapeutic Behavior Aide
Peterson, Janei	Teacher

Phillips, Gregory	Behavior Coach
Posey, Ashley	Registrar
Rashad, Elijah	Therapeutic Behavior Aide
Ray, Armani	Therapeutic Behavior Aide
Rhodes, Anthony	Therapeutic Behavior Aide
Rich, April	Behavior Coach
Robinson, Cierra	Therapeutic Behavior Aide
Roy, Raina	Therapeutic Behavior Aide
Roy, Rosita	Teacher
Roy, Tiera	Teacher Assistant
Russell, Shantal	Vocal Music Instructor
Seales, Sedrick	Teacher Assistant
Shepherd, Khalek	Behavior Coach
Sims, Stephon	Therapeutic Behavior Aide
Singleton, Tonya	Teacher Special Education
Smith, Danielle	Instructional Coach
Smith, Dedra	Teacher Special Education
Speight, Natosha	Lead Social Worker Supervisor
St. John, Andrea	Assistant Principal
Stanley, Glenn	Teacher Assistant
Stidham, Brett	Assistant Principal
Timus, Crystal	School Administrative Assistant
Turner, Kenneth	Teacher Assistant
Venable, Charise	Therapeutic Behavior Aide
Vernon, Ayana	Teacher
Walker, Shavon	Teacher Special Education
Walton, Sean	Teacher
Ward, Daphne	Teacher Special Education

Warf, Laurie	Teacher Special Education
Williams-Henry, Kevin	Teacher Assistant
Williams, Derrick	Lead SPED Teacher
Williams, Dirmetria	Therapeutic Behavior Aide
Williams, Shon	Teacher Music
Wise, Alicia	Teacher Assistant
Wohner, Ivan	Teacher
Womack, Shanita	Therapeutic Behavior Aide

Total (professional & Support)	123
Professional	53
Degree (Associate or Bachelor)	16
Master's	20
Doctorate	1

Support Staff	70
Degree (Associate or Bachelor)	6
Master's	1

**The CHILDREN’S GUILD DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD 18-19**

1. Dana Baughns, **Board Member**
District of Columbia Resident – Joined 2015
2. LaTonia Cokely, **Board Member**
Maryland Resident - Joined 2018
3. John Ferguson, PHR, **Board Member**
District of Columbia Resident– Joined 2015
4. Melody Giles
Regular Education Parent Representative*
District of Columbia Resident – Joined 2016
5. Cleopatra Green-Clark
Special Education Parent Representative*
District of Columbia Resident – Joined 2016
6. Dr. Jason S. Henderson, CEO, **Board Member**
District of Columbia Resident – Joined 2019
7. Rev. Charles W. McNeill, Jr., **Board Member**
Maryland Resident - Joined 2019
8. Lesley Nesmith MA, OTR/L, ATP, **Board Member**
District of Columbia Resident – Joined 2015
9. Imani Samuels, **Board Member**
District of Columbia Resident – Joined 2017
10. Chris Zimmerman, **Board Chair**
District of Columbia Resident – Joined 2015

Children's Guild - D.C. Campus
Statement of Financial Position
As of June 30, 2019

As of Date:

06/30/2019

	UNAUDITED	
	2019	2018
Assets		
Current Assets		
Cash and Cash Equivalents	1,198,123	1,113,031
Accounts Receivable	722,322	605,179
Prepaid Expenses	150,576	33,021
Total Current Assets	2,071,021	1,751,231
Long-Term Assets		
Deposits	185,000	185,000
Total Long-Term Assets	185,000	185,000
Fixed Assets		
Total Fixed Assets	4,013,509	4,060,158
Total Assets	6,269,531	5,996,389
Liabilities and Net Assets		
Liabilities		
Current Liabilities		
Accounts Payable	508,494	55,050
Accrued Expenses	509,467	341,648
Intercompany Payable		603,878
Total Current Liabilities	1,213,508	1,000,576
Long-Term Liabilities		
Deferred Revenues	(1)	-
Deferred Rent	4,053,929	4,254,660
Total Long-Term Liabilities	4,053,928	4,254,660
Total Liabilities	5,267,437	5,255,236
Net Assets		
Total Net Assets	1,002,094	741,153
Total Liabilities and Net Assets	6,269,531	5,996,389

Children's Guild - D.C. Campus
Statement of Activities
As of June 30, 2019

As of

Date: 06/30/2019

Location: Children's Guild - D.C. Campus

	<i>UNAUDITED</i>	
	2019	2018
SUPPORT AND REVENUES		
Grants - federal awards	848,498	865,745
Grants - other	31,161	88,724
Contributed services	-	-
Per-pupil allocation	12,548,319	11,860,551
Other revenue	129,740	203,473
TOTAL SUPPORT AND REVENUES	13,557,718	13,018,493
EXPENSES		
Educational program services	11,549,049	9,931,476
Management and general	1,747,728	2,371,709
TOTAL EXPENSES	13,296,778	12,303,185
Change in Net Assets	260,941	715,308
Net Assets - Beginning of the Year	741,153	25,845
Net Assets - End of the Year	1,002,094	741,153

Appendix D--Approved 2019-20 Budget

	Annual Budget 2019-2020
Per Pupil Charter Payments - General Education	11,009,592
Per Pupil Charter Payments - Categorical Enhancements	725,026
Per Pupil Facilities Allowance	1,267,300
Federal Funding	418,672
Other Government Funding/Grants	378,048
Private Grants and Donations	-
Activity Fees	-
In-kind revenue	-
Other Income	-
TOTAL REVENUES	13,798,638
Principal/Executive Salary	475,734
Teachers Salaries	1,300,143
Special Education Salaries	994,298
Other Education Professionals Salaries	3,688,581
Business/Operations Salaries	313,174
Administrative/Other Staff Salaries	116,563
Employee Benefits and Payroll Taxes	921,926
Subtotal: Personnel Expense	7,810,418
Educational Supplies and Textbooks	111,400
Student Assessment Materials/Program Evaluation	28,900
Contracted Student Services	60,000
Food Service	351,798
Other Direct Student Expense	25,700
Subtotal: Direct Student Expense	577,798
Rent	1,222,430
Depreciation (facilities only)	-
Interest (facilities only)	-
Building Maintenance and Repairs	63,644
Contracted Building Services	131,534
Other Occupancy Expenses	154,800
Subtotal: Occupancy Expenses	1,572,408
Office Supplies and Materials	20,750
Office Equipment Rental and Maintenance	22,740
Telephone/Telecommunications	43,200
Legal, Accounting and Payroll Services	131,020
Insurance	19,680
Transportation	930,530
Professional Development	112,000
PCSB Administrative Fee	130,019
Management Fee	1,655,836
Interest Expense (non-facility)	26,400
Depreciation and Amortization (non-facility)	564,788
Other General Expense	70,200
Subtotal: General Expenses	3,727,163
TOTAL EXPENSES	13,687,788

Change in Net Assets

\$

110,850

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: The Children's Guild DC PCS
PCSB	Campus Name: The Children's Guild DC PCS
PCSB	Grades served: Alternative
PCSB	Overall Audited Enrollment: 376

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	13	29	33	38	36	56	72
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	59	40	0	0	0	0	0	0	0

Student Data Points

School	180
PCSB	Suspension Rate: 6.9%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.26%
PCSB	In-Seat Attendance: 87.8%*
PCSB	<p>Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	Midyear Withdrawals: 6.4% (24 students)*

PCSB	Midyear Entries: 1.1% (4 students)*
PCSB	Promotion Rate (LEA): 98.4%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 44.4%										
School	Number of Teachers: 32										
School	Teacher Salary Average: \$61,735.91 Range -- Minimum: \$36,052.08 Maximum: \$ 86,302.32										
School	Executive Salaries <table border="1"> <thead> <tr> <th>Name</th><th>Position</th><th>Annual Salary 2018-2019</th></tr> </thead> <tbody> <tr> <td>Bryan Daniels</td><td>Principal</td><td>104,802.48</td></tr> <tr> <td>Tanna Jackson</td><td>Supervisor of Special Education</td><td>104,802.48</td></tr> </tbody> </table>		Name	Position	Annual Salary 2018-2019	Bryan Daniels	Principal	104,802.48	Tanna Jackson	Supervisor of Special Education	104,802.48
Name	Position	Annual Salary 2018-2019									
Bryan Daniels	Principal	104,802.48									
Tanna Jackson	Supervisor of Special Education	104,802.48									

**Disclaimer—The Children’s Guild acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.*