



# Kingsman Academy

Public Charter School



# 2019-2020

# ANNUAL REPORT

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Stephen C. Messner, Chairperson of the Board

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## About Us

Kingsman Academy is an open-enrollment public charter school providing personalized, supportive education for 6th-12th graders in Washington, D.C.



# School Description

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## Mission Statement

The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.



## Our School Program

Kingsman Academy offers personalized instruction, behavior support, and rich student support services. We use a strong multi-tiered system of supports, a school-wide Positive Behavioral Interventions and Supports program, and several engagement programs to build a community of learners who are prepared for college and career success and engaged citizenship.

## Family Engagement

Kingsman Academy encourages all families to become an integral part of day-to-day routines, school culture, and students' academic development. Prior to building closure in March 2020 due to the COVID-19 pandemic, families participated in back-to-school night, celebrations of learning, awards assemblies, dinners, and focus groups informing school improvement efforts. Kingsman Academy shifted to virtual family engagement starting in March 2020. For example, Kingsman hosted a virtual middle and high school graduation ceremony for students and families.



# School Description

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Our **Curriculum Design and Instructional Approach** focuses on:

**Program Driven Engagement:** We have five programs specially designed to meet our students' needs, all featuring small classes with project based learning and a focus on success after high school.

**Personalized Academics:** Since 2016, Kingsman Academy has used a personalized competency based education framework to guide rigorous instructional content and promotes academic growth and proficiency for all students. In this model, content is clearly defined and meaningful, focusing on fundamental and relevant knowledge and skills necessary to succeed in a global community. The framework facilitates high expectations for all students, and content and skills are sequenced appropriately and taught effectively. Across all content areas students have multiple opportunities to learn and show mastery within specific academic content.

**College and Career Readiness:** Students have the opportunity to participate in practical and engaging professional preparation programs, which provide students with meaningful real-world job skills.

**Support:** We welcome students into a therapeutic environment with a multi-tiered system of behavior supports





# School Description

## Our 5 Programs...



The **Middle School** at Kingsman Academy utilizes small classes, individualized instruction, and restorative justice to ensure all students have the opportunity to achieve as scholars and grow as individuals.

The **Odyssey** program prepares students for college, career, or trade school and helps them develop the academic skills necessary for success in higher education and careers. With small group settings and a personalized learning approach, students develop the independent learning and self-advocacy skills they need to succeed after high school.

**ace360** is an intensive athletic training program combined with core academic subjects and electives. The dedicated and experienced ace360 staff ensure every student has the opportunity and personal support to pursue their goals, athletically and academically.

The **Bridging the Gap** program offers a change of scenery that allows students to re-engage in their studies. Small groups learn in alternative settings -- in school and around Washington D.C. and beyond -- to help them focus on their academics and see the meaning of their education beyond high school.



**Raising Individual Students towards Excellence (R.I.S.E.)** is an opportunity to follow an alternative pathway with an evening schedule to gain the credits needed to earn a high school diploma while developing the skills and values necessary to successfully transition to being a self-reliant member of the workforce.



# School Description

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## Our Response to the COVID-19 Pandemic

Like all schools, we were taken off guard when we had to suddenly close our school building in March in response to the COVID-19 global health emergency. Our first concern was, and continues to be, the health of our students, their families, and our staff. We are also greatly concerned that the building closure of our school and other schools that serve student populations similar to ours will further exacerbate gaps in student growth and achievement. Most of our families lack internet connections and computer equipment in their homes that are essential to effective distance learning and student support.

We therefore acted quickly to ensure our students would be able to participate in meaningful distance learning by:

- Lending a Chromebook computer to every student who lacked a home computer
- Providing mobile internet hotspots to each family so students who do not have internet in their homes are able to connect through the cellular network
- Sending every student home with a backpack full of school supplies and hygiene items and sent every family home with a week's worth of groceries.
- Continuing to supply families with a box of food every week
- Providing technical support to students to ensure they could remain connected to classes, teachers, and support personnel

Our distance learning program has been successful. Our engagement rates for distance learning are equivalent to, and in a few cases even greater than, rates for physical school. Our students have been engaging with their teachers and classmates in daily math, STEM, humanities, and elective classes on Google Hangouts. They have also completed work through our learning management system and online learning programs, and received special education supports as well as social and emotional supports and counseling.

**To meet our mission, Kingsman Academy has a student-centered approach to education with a targeted focus on our population:**

### **For overaged and undercredited students**

- ↳ Competency-based education model, offering the flexibility in the way credits can be earned
- ↳ Over 300 online course offerings with flexible implementation options for students at grade level, falling behind, or advanced
- ↳ Personal plans and support to help students continuously progress towards their goals
- ↳ Year-round access to credit recovery and college readiness courses for students

### **For students at-risk of dropping out due to chronic absenteeism**

- ↳ Engagement team members meet with students to identify supports and connect students to resources
- ↳ Dedication to understanding barriers to attendance and guiding students to overcome them
- ↳ Attendance interventions including home visits and calls for students with barriers daily attendance
- ↳ System-based attendance incentives managed to earn awards and individualized experiences

### **For students requiring intensive behavioral supports and specialized interventions**

- ↳ Small class sizes where classrooms are arranged as co-working spaces
- ↳ Program-based student support services, with a focus on the whole student
- ↳ Community-based instruction
- ↳ Personalized positive behavior supports and restorative practices

These evidence-based strategies and interventions are aligned with the guidance from our partner Marzano Research's personalized competency based education model, which is a core aspect of our school improvement plan (SIP) goals under the Every Student Succeeds Act (ESSA). Its effectiveness allows us to better educate our population of students.

## Charter Goals

Our nontraditional student population requires a nontraditional school model. As a result, in 2016 Kingsman Academy adopted the evidence-based, student-centered personalized competency-based education framework. However, our goals have not been aligned with competency-based credit earning, in which the time required to learn content is not a factor in judging students' competencies.

Kingsman Academy, therefore, submitted a charter amendment and the below charter goals to the DC Public Charter School Board in spring 2020 to better align credit earning to our education model. We are working toward meeting these alternative accountability framework goals for the 2020-2021 school year:



### Alternative Accountability Framework Goals

Category	Measure
Student Progress and/or Achievement	60% Complete/Advance Math Education Functioning Level* 60% Complete/Advance Reading Education Functioning Level (1) 80% Personalized Learning Plan Completion
High School Completion	75% Graduation Rate for Eligible Seniors (2)
Career/College Readiness	70% Mastery College Career Life Readiness Competencies
Student Engagement	65% Maintain Engagement Score, which is based on a variety of components including in-seat attendance, accessing school platforms virtually, and attending check in meetings

\*Education Functioning Levels define the critical knowledge and skills a student must know in each stage of post-secondary readiness across each content area.

We have adjusted our school improvement plan (SIP) goals under the Every Student Succeeds Act (ESSA) to align with our new charter goals. Our new SIP goals, noted with a (1) and (2) in the table above, remain aligned with DC's School Transparency and Reporting (STAR) Framework. Kingsman Academy will begin tracking progress towards these goals during the 2020-21 school year.



## Unique Accomplishments

Accredited  
by the  
Middle  
States  
Association



Charter  
Extended  
Through  
2025

## Thank you to our donors!

Brown Rudnick Charitable Foundation Corp.\*, Capitol Hill Community Foundation\*, Greater Washington Community Foundation\*, Paul M. Angell Family Foundation\*, Peter Olle\*, Maria Blaeuer, Stephen Messner, Martine Solages, Deborah Hodge

\*Indicates donation of \$500 or more

# Data Report

## General Information

LEA Name	Kingsman Academy Public Charter School
Campus Name	Kingsman Academy Public Charter School
Ages served	Alternative
Total enrollment (audited)	242
Total enrollment by grade level (audited)	10 - Grade 6 16 - Grade 7 20 - Grade 8 53 - Grade 9 56 - Grade 10 56 - Grade 11 31 - Grade 12



## Student Data Points

Total Number of Instructional Days	180
Suspension Rate	0.8%
Expulsion Rate	0.00%
Instructional Time Lost to Discipline	0.11%
In-Seat Attendance	67.3%
Midyear Withdrawals (unvalidated)	2.1%
Midyear Entries (unvalidated)	0.4%
Promotion Rate	65.4%
College Acceptance Rate (SY18-19)	Not Applicable
College Admission Test Scores (SY18-19)	Not Applicable
Graduation Rates (SY18-19)	51.5%



## Teacher/Admin Data Points

Teacher Attrition Rate	54%
Number of Teachers	22
Teacher Salary	Average: \$62,834.32 Minimum: \$50,700.00 Maximum: \$86,961.00
Executive Salaries	\$192,900 - Executive Director \$147,561 - Deputy Director \$128,270 - Senior Director \$111,100 - Senior Director \$150,000 - Managing Director

# Appendix



## Staff Roster - As of October 5, 2019

Imoleayo Abraham, Teacher  
Cicily Aguzie, Teacher  
D'Amber Barnes, Logistics Manager  
Marissa Bowlding, Teacher  
Harold Boyd, Teacher  
Desiree Brown, Director of Special Education  
Ma Wencilita Brown, Teacher  
Wiley Brown, Teacher  
Malik Carson, Intervention Specialist  
Lorenzo Christy, Teacher  
Quineice Clarkon, Executive Assistant  
Alexandria Coan, Social Worker  
Kris Crossett, Teacher  
Miana Edmonds, Special Education Teacher  
Mahalia Estep, Paraprofessional  
Jacob Fishbein, Senior Director for Teaching & Learning  
Katrina Foster, Director of Integrated Comprehensive Services  
Tracee Frazier, Managing Director  
Jamilla Fulton, Behavior Interventionist  
Samuel Gilbert, Special Education Teacher  
Kenneth Glover, Safety Specialist  
Ranetta, Graham-Bey, Receptionist  
Christine Haley, Special Education Teacher  
Tia Hamilton, Paraprofessional  
Monica Henderson, Teacher  
Shannon Hodge, Executive Director  
Zarmina Hotaki, Director of Behavior Interventions  
Keith Irby, Behavior Interventionist  
Iquo Jones, Special Education Teacher  
James Jones, Intervention Specialist  
Kennisha, Kelly, Deputy Director  
Terry Kemp, Student Support Social Worker  
Ashley Lawrence, Teacher  
Nancie Ledoux, Special Education Teacher  
Cara Littlefield, Coordinator of Project-based Learning  
Vonetta Long, Program Director  
Ayana Malone, Senior Director of Student Support Services  
Samuel McCausland, Teacher  
Donvonte Mccoy, Teacher  
Jo-Etta McLamore, College & Career Counselor  
Johnnice Morton, Food Service Coordinator  
Rosaline Ngole, Teacher  
Eric O'Connor, Teacher  
Emily Olive Hernandez, Data Specialist  
Priscilla Porter, Behavior Interventionist  
Juliann Richardson, Teacher  
Sean Roberts, Safety Specialist  
Sherri Rollins, Teacher  
Stevenette Sayeh, Program Director  
Chrystal Seawood, Teacher  
Donice Stewart, Special Education Coordinator  
Corey Williams, Intervention Specialist  
Ronnie Williams, Day Porter  
Carlos Young, Van Driver

100% of teachers have Bachelors degrees

# Appendix



## Board Roster

**\*Stephen C. Messner**, President & Chairman of the Board

**Indra Chalk**, Vice-President & Vice-Chairman of the Board

**\*Peter Olle**, Treasurer

**Maria Blaeuer**

**\*Julia Bloom-Weltman**

**\*Toloria Gant**, Parent Member

**\*Tameka Harris**, Parent Member

**Martine Solages**

\*indicates DC resident

# Appendix



## FY2020 Unaudited Financials

	Income Statement	7/1/19-6/30/20
Revenue		
	State and Local Revenue	7,005,361
	Federal Revenue	822,853
	Private Grants and Donations	50,726
	Earned Fees	42,187
	Donated Revenue	5,300
	<b>Total Revenue</b>	<b>7,926,427</b>
Expenses		
	Salaries	3,621,328
	Benefits and Taxes	764,764
	Contracted Staff	46,661
	Staff-Related Costs	34,523
	Rent	2,232
	Occupancy Service	695,815
	Direct Student Expense	617,762
	Office & Business Expense	824,642
	Donated Expense	5,300
	<b>Total Expenses</b>	<b>6,613,027</b>
	<b>OPERATING INCOME</b>	<b>1,313,399</b>
Extraordinary Expenses		
	Interest	377,961
	Depreciation and Amortization	365,998
	<b>Total Extraordinary Expenses</b>	<b>743,959</b>
	<b>NET INCOME</b>	<b>569,440</b>

# Appendix



## FY2020 Unaudited Financials

### Balance Sheet

6/30/2020

Assets		Year End
Current Assets		
	Cash	3,247,307
	Accounts Receivable	297,895
	Other Current Assets	172,315
	Intercompany Transfers	0
	Total Current Assets	3,717,516
Noncurrent Assets		
	Facilities, Net	9,251,610
	Operating Fixed Assets, Net	123,014
	Total Noncurrent Assets	9,374,624
<b>TOTAL ASSETS</b>		<b>13,092,140</b>
Liabilities and Equity		Year End
Current Liabilities		
	Accounts Payable	79,070
	Other Current Liabilities	78,010
	Accrued Salaries and Benefits	238,716
	Total Current Liabilities	395,796
Equity		
	Unrestricted Net Assets	2,684,571
	Net Income	569,440
	Total Equity	3,254,011
Long-Term Liabilities		
	Senior Debt	8,102,663
	Subdebt	1,511,910
	Other Long-Term Liabilities	(172,240)
	Total Long-Term Liabilities	9,442,333
<b>TOTAL LIABILITIES AND EQUITY</b>		<b>13,092,140</b>

# Appendix

## (\$) FY2021 Budget

Revenue		
	State and Local Revenue	6,655,315
	Federal Revenue	1,437,004
	Private Grants and Donations	28,985
	Earned Fees	189,866
	Revenue Total	8,311,171
Expenses		
	Salaries	3,584,158
	Benefits and Taxes	926,526
	Contracted Staff	40,000
	Staff-Related Costs	42,070
	Rent	2,258
	Occupancy Service	771,007
	Direct Student Expense	865,480
	Office & Business Expense	860,590
	Contingency	50,000
	Expenses Total	7,142,090
	<b>NET ORDINARY INCOME</b>	<b>1,169,081</b>
Extraordinary Expenses		
	Depreciation and Amortization	424,892
	Interest	338,960
	Extraordinary Expenses Total	763,852
	<b>TOTAL EXPENSES</b>	<b>7,905,942</b>
	<b>NET INCOME</b>	<b>405,229</b>