

Annual Report for:

The Next Step Public Charter School
3047 15th Street, NW
Washington, DC 20009

Melissa McKnight, Board Chair
Jonathan D. Mathis, PhD, Executive Director

School Year 2019-20

Table of Contents

Annual Report Narrative	
I. School Description	3
<i>A. Mission Statement</i>	3
<i>B. School Program</i>	4
II. School Performance	10
<i>A. Performance and Progress</i>	10
<i>B. Unique Accomplishments</i>	12
<i>C. List of Donors</i>	15
Data Report	16
Appendices	
Staff Roster, School Year 2018-19 Board Roster, School Year 2018-19 Unaudited Year-end 2018-19 Financial Statement Approved 2019-20 Budget	

Annual Report Narrative

I. School Description

A. Mission Statement

Statement of Vision

For over 20 years, The Next Step Public Charter School has articulated the following vision: ***we envision a world in which all youth receive an excellent education and the support they need to realize their full potential as human beings and contributing members of society.*** This vision statement illustrates a resounding commitment to removing barriers and making what is seemingly impossible for students, possible.

Statement of Mission

The mission of The Next Step Public Charter School is as follows: ***Our mission is to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education.*** In action, this means that faculty and staff at The Next Step are intentional and purposeful in supporting learners and meeting them where they are—defining, providing, and/or seeking the necessary supports and resources needed to ensure academic achievement. Our professional community is also invested in students’ social-emotional development, wellness, and postsecondary options and outcomes.

Progress towards Mission

As we begin the process for re-accreditation, The Next Step Public Charter School has begun to articulate and define a set of strategic imperatives that are housed within the mantra, ***Our Relentless Pursuit of Excellence: Beyond the GED.*** Our way forward includes a resounding commitment to the elevation and execution of our mission among our leadership team, faculty, staff and students. We expect to see even greater gains across our five strategic imperatives:

- I. **The Next Step as a National Exemplar;**
- II. **The Next Step as an Early College;**
- III. **The Next Step as an Expanded and Replicable Model;**
- IV. **The Next Step as a Leader in ABE Advocacy; and**
- V. **The Next Step as a Celebrated Philanthropic Investment**

Over the past few years, The Next Step PCS has amended its charter to extend the age ceiling, revise its mission and vision statements, adjust its goals, and most recently, added a second space to offer greater capacity for back-office functions and a pilot initiative aligned with our strategic imperatives listed above, ***Early College at The Next Step PCS***—a direct effort to deliver on the promise of providing students *the opportunity to continue their education*. This continuous investment in a college- and career-ready graduate of The Next Step PCS supports the evolving economies of the District, especially as we hope to support students in their pursuit of sustainable income, professional opportunities, and the chance to actualize their greatest dreams.

B. School Program: Detailed Account of Programs and Methodologies for Pursuing Mission

The Next Step Public Charter School delivers a robust year-round academic experience for all students 16-30 years old, coupled with support services and interventions to assist students in pursuit of achieving their academic aspirations and desired postsecondary outcomes—college, career, and otherwise. For incoming students, 57% arrive, on average, below the 6th grade level, with nearly 32% scoring between 4th and 6th grade. On average, incoming students arrive performing beneath 9th grade literacy levels at nearly 75%. Through direct service to opportunity youth (16-24 years old) and their accompanying peer group (25-30 years old), The Next Step fulfills our commitment to students, as expressed in the mission: *the opportunity to continue their education*.

Our academic program is organized and executed through three tracks—English GED, Spanish GED, and English as a Second Language (ESL). As students enroll, they select an academic track based on their individual academic, personal, and/or career goals. From this selection, students experience a highlight individualized approach to learning and alignment with their future aspirations. Implemented by the instructional team, student learning plans are deeply informed by student performance on TABE, TABE CLAS-E and TABE Español assessments. Student placement is defined in “steps” and are assigned according to grade-level equivalency and dominant language, not age. In addition, pacing and advancement are flexible and individually determined. As such, we use academic performance data to foster a differentiated, 6-level academic program per track, based on developmental areas identified by student need, rather than on grade levels or age. Thus, our individualized instruction is informed by academic class profiles highlighting specific gaps in standards.

Students who intend to complete the GED choose a track based on their preferred language through which they will receive instruction and take the examination—students can take the GED examination in either English or Spanish. The curriculum—content and academic skills—for all GED coursework is back-mapped to the GED test. This intentionality builds the skills necessary to successfully pass the test, while also ensuring alignment with state and national Common Core standards for each subject area. Many of The Next Step PCS’s students require development of basic literacy skills in their native language, which for the majority is Spanish. Therefore, the school provides classes in Spanish at different levels. Students placed in the beginning *step* commence with basic literacy in English and Spanish establishing a foundation for the reading, writing, understanding, critical thinking, and problem-solving objectives they will encounter on the GED exam. Each consecutive *step* advances a set of goals and objectives which become increasingly sophisticated across academic levels, but always based on GED skills and content. This alignment is intentional and extends far beyond any “test prep” program. The Next Step’s curriculum is designed to include strategies and activities that address higher-order and critical thinking skills, as well as cooperative, hands-on, project-based learning experiences, and interdisciplinary approaches.

As stated previously, and supported by demographic data, The Next Step PCS has a strong English-Spanish bilingual program because the majority of our students are from Spanish speaking countries; many students, too, have received little or no prior formal education.

Research has shown that such students need to build literacy skills in their native language first to be able to transfer them to English. These students also need to develop the content areas in their native language in order to easily acquire academic content in a second language. A core of the staff at The Next Step PCS are bilingual, and many of our Spanish teachers are native Spanish speakers.

The ESL curriculum incorporates “task-based language instruction” which focuses on the use of authentic language and meaningful tasks, as defined by their use of the target language in real-life situations. Examples include: conducting interviews, applying for a job, and scheduling doctor appointments. The ESL curriculum is aligned with the TABE CLAS- E standards and level descriptors which are also aligned with CEF (Common European Framework). This framework delineates a comprehensive way to describe the levels of proficiency in language development. The CLAS -E is a language proficiency test that covers the four domains: Reading, Writing, Listening, and Speaking. Mastering these four domains helps students successfully transition to the GED program. The CLAS-E Advanced ESL level is aligned to the advanced ESL level of the NRS (National Reporting System).

Ultimate completion of the GED program will enable students to obtain success whether it be in a technical school, apprenticeship program, community college, traditional four-year college, or the workplace. For older youth with few or no high school credits, the GED becomes a practical and attainable option. Students who opt not to take the GED (or not immediately), instead focus on their English language development by enrolling in the ESL track. The Next Step’s program for English Language Learners is based on the District of Columbia Public School standards for English Language Learners (WIDA Access), and on the Test of Adult Basic Education Complete Language Assessment System for English (TABE CLAS-E). TABE serves as the standardized examination that The Next Step PCS uses for testing English proficiency.

As students advance to higher “steps” within the GED and ESL tracks, our Career and Life Skills advisors are instrumental in connecting students to Dual Enrollment opportunities prior to the completion of the secondary credential. Largely, our students enroll in courses offered by the University of the District of Columbia Community College, the University of the District of Columbia, as well as Ana G. Mendez University, as supported by the Office of the State Superintendent of Education (OSSE). Where funds have been limited, or where policies leaves a gap in equitable access, The Next Step Public Charter School continues to evolve its strategic imperative—**The Next Step PCS as an Early College**—to deliver *Early College at The Next Step*. This programmatic offering allows our ESL students to engage in credit-bearing college coursework through the University of the District of Columbia Community College **at** The Next Step PCS. Since the summer of 2018, The Next Step has offered at least two courses/sections for students, with retention rates at or above 80% (more information forthcoming section).

The professional learning community honors the necessity of comprehensive student supports, services, and resources, in order to remove barriers impeding academic achievement. As such, The Next Step PCS continues to innovate and execute a comprehensive approach to student support and engagement efforts. Students are served by the Student Support and Engagement

division—the “arms” of student support services, child development and training, career and life skills, as well as mental health resources led by the School Social Worker. This division utilizes an ecosystem framework which envisions a personalized fit for each student and their environment.

Students who attend The Next Step PCS bring with them experiences such as, but not limited to, homelessness, complex trauma, food insecurity, grief and loss, untreated mental health needs, substance dependency, limited exposure to traditional/formal education, and maladaptive behavior presentations—all of which directly and indirectly impact one’s ability to be socially, mentally or physically available to learn. Service delivery at The Next Step PCS is not only specific to the particular skillset of the provider, but their individual expertise.

Annually, we aim to have 3 licensed, onsite social workers with expertise in clinical supervision, family systems, homelessness and the Expanded School Mental Health Model. Case managers’ unique focuses are HIV/AIDS counseling, immigration law and advocacy, substance dependency and abuse, and truancy. We recently integrated even greater leadership in this division to include a Senior Case Manager distinction to have greater attention to and interventions for our parenting students.

Parent Involvement

Our efforts to support students continues to include the engagement of parents, natural supports—community mentors, extended family members, and other ‘fictive kin’ relationships contributing to the wellness and well-being of all students—and other caring adults involved in the lives of our students. As we begin the enrollment process and academic year, parents of minors are encouraged to remain active participants in the school community. From the orientation sessions, open houses, monthly heritage, cultural or other special events, parent-teacher-student conferences, as well as support for academic and social-emotional interventions, and other needs, our academic and student support team members actively engage parents in one-on-one, small group, and formal programming and workshops to support student success. Our administrators and staff members maintain an “open door” approach to our parents and natural supports, through which case managers and principals talk with parents regularly if challenges are present for the student. Case Managers, along with other members of our Student Support and Engagement Division, are known to conduct home visits as needed, and invite parents to the school regularly.

As nearly 20% of students at The Next Step are parents themselves, our Student Support and Engagement Division includes intentional supports and programming to support their success. We have dedicated support from our Director of Child Development and Training, as well as our Senior Case Manager, with regard to group counseling sessions, direct support and resource disbursement, including diapers, food, clothing, and other resources for family planning, including free contraception.

Because our students come to us with what can be interpreted as disadvantages: a lack of credits, extensive gaps in formal education experiences, various levels of English and/or native language acquisition, prolonged involvement in the juvenile justice system—the competency and pace of resource connection of our service provides is key in ensuring that every student experience success, however subtle, at the time of enrollment. We know that an educational institution can be a daunting and intimidating place for a student with limited experience in such an environment or for a student whose experience in school over time has felt like failure. Service connection and rapport building must remain swift, genuine and intentional.

The Next Step PCS Response to COVID-19: Multi-Tiered Programmatic Shifts and Innovations

Spring 2020

The Next Step PCS applied time-based phases in response to COVID-19. Decisions were carefully deliberated using informed sources and strictly in adherence to external mandates from the governing authority; national safety protocols as well as health guidelines; feedback from staff, faculty, and students; and community connection and collaboration with other adult education institutions and partner schools.

In Spring 2020, as a timely response to COVID-19, The Next Step PCS quickly transitioned from providing in-person instruction to emergency remote learning as its starting phase. As a community, we collectively reached out to our students, from whom we identified two types of situations they were experiencing: – those who were highly engaged, continuing to connect and thrive in their classes virtually; and those who were not engaged, and had been experiencing challenges (e.g., personal hardships and safety, etc.) Data regarding lack of access to technology and Internet was collected, and laptops were distributed at the school entrance to the building following social distance and other precautions. The school’s landing page on the school’s website included an announcement with information about academic services, safety reminders, and distance learning.

We commend the remarkable efforts and speedy responsiveness of our teachers in both programs to bring a meaningful learning environment to our students. Until this emergency, we had only used technology inside the school and refrained from assigning additional homework to our working adult learners. In early March (on the 9th), the leadership team facilitated training on two online platforms, *Zoom* and *Schoology*, as well as other remote learning preparation in Professional Learning Communities. Our teachers also have taken various initiatives to learn to create their virtual classrooms by self-teaching, experimentation, peer-assisted tutorials, resource sharing, and external webinars, due to the fact that at the beginning of the pandemic, 55% of our teachers self-identified as new to online teaching and most students were still uncomfortable with learning using technology. To accommodate students’ comfort level, teachers used *YouTube* videos, created their own materials, and scanned practice materials. As a learning community, the essential focus was also on emotional balance and equity. The final weeks of the spring semester were inspired by Passion Projects and other personalized activities giving students choice and voice to engage in their learning.

Attention to the Whole Student: Critical Advocacy and Supports

As we continued to move through the initial weeks and months of the pandemic and the “stay-at-home” orders, our entire community continued to hear of the challenges faced by our students. At our core, as a school community, we recognize that we were created to support students who face extraordinary challenges as they pursue and continue their education. As we advanced through the spring, it was evident just how impactful and increasingly daunting the conditions were for our adult learners. In particular, the loss of wages or job opportunities further exacerbates resources to address basic needs—food, shelter, safety, etc. In typical “Next Step” fashion, we sought to foster and curate solutions; thus, we engaged private donors to deliver supports to students during this extraordinary time.

The faculty and staff at The Next Step PCS provided coverage and support for meal distribution, resources and supplies pick-up. Our professional community also support the distribution of Internet connectivity devices, laptops, while also providing continuous coaching and professional development for students, faculty and staff alike in order to ensure success in the virtual environment.

In addition, our Case Managers, with support from our community partners, continued to advance listings of community-based resources to ensure access to basic needs and resources to compliment what we were providing on-site. Our Career and Life Skills team, along with Case Managers, continued to package and distribute diaper and basic toiletries to parenting students and those experiencing homelessness. These efforts demonstrate our commitment to our students in and outside of the classroom, but we knew this efforts might not be enough to keep our students engaged in learning and with some space for peace and advancing their goals and dreams. As such, we decided to do more.

The ***TNS Emergency Relief Fund (TNS-ERF)*** was created and still exists to support students currently enrolled at The Next Step PCS who are experiencing extraordinary financial challenges and disruptions due to the current pandemic, including the closure of businesses/economies across the District of Columbia, and surrounding communities. **TNS-ERF** continues to award \$500 micro-grants to students to support their needs. Students are invited to apply for **TNS-ERF** resources through their case managers, describing their need and use of resources. The student and case manager will connect to discuss need and any supporting information. Then, case managers will author a referral cover letter providing additional details for the application. To date, we have raised over \$30,000 to address needs for our students.

Summer 2020

The seven weeks of Summer Learning at The Next Step PCS were focused on maximizing the potential of *Schoology*, the school's Learning Management System (LMS), and training students and staff. Two teachers were promoted as project leaders to spearhead the Digital Literacy classes and Educational Technology professional development. By August of 2020, all teachers expressed confidence and competency in terms of using *Schoology* as the school's LMS.

In addition, we created an organized, logical, and accessible TNS @ Home website linked to *Schoology*, which housed all class resources and online access to instruction, principal messages, and school services. The TNS also has a readily available Tech Response Team (i.e. Data/IT/ Instructional Coaches cross-collaboration) which provides support and takes care of all troubleshooting, training, tutorials, implementation guides, and other essential technological needs. The aim of our summer was to provide students accessible learning and equitable opportunities during six weeks of fully virtual instruction. We assessed the student experience in a more holistic manner – maximizing intrinsic motivation; asking for and giving ongoing feedback; and strongly emphasizing reflection, metacognition, and conferencing with students. Furthermore, the IT department has established a clear protocol for technology distribution and ongoing needs assessment.

Online testing training, virtual coaching, collective efficacy through PLCs, and continuous support using Special Education strategies are continuously being implemented since the summer courses started. Classes were a combination of synchronous and asynchronous learning with an emphasis on bridging learning gaps caused by learning challenges, trauma, and stress. At the end of summer, students piloted online testing and learned the value of academic integrity as part of their education.

In both spring and summer semesters, principals led their respective programs by sustaining school rituals and routines in a virtual format such as staff weekly announcements, principal video messages, and virtual community incentives, among many others, to build team spirit and provide clear communication during distance learning.

II. School Performance
A. Performance and Progress

Next Step PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>EXAMPLE:</p> <p>At least 75% of Pre-Kindergarten students will meet or exceed widely held expectations of growth from the Fall to the Spring administration of the GOLD assessment.</p>	<p>Goal met.</p>	<p>ABC PCS met this goal. 80% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD literacy assessment.</p>
<p>Students will show an average increase of at least a grade level equivalent of growth in reading on the Test of Adult Basic Education (TABE).</p>	<p>N/A</p>	<p>N/A</p>
<p>Students will show an average increase of at least a grade level equivalent of growth in mathematics on the TABE.</p>	<p>N/A</p>	<p>N/A</p>
<p>70% of English language learners will increase at least one National Reporting System (“NRS”) Educational Functioning Level (“EFL”) by the end of the program year, as demonstrated in at least one domain on the TABE CLAS-E.</p>	<p>N/A</p>	<p>N/A</p>
<p>70% of eligible students will pass the General Education Development exam.</p>	<p>N/A</p>	<p>N/A</p>
<p>On average, enrolled students will attend school 69% of the time.</p>	<p>N/A</p>	<p>N/A</p>
<p>Students will show an average increase of at least one grade level equivalent of growth in reading on the TABE Español assessment.</p>	<p>N/A</p>	<p>N/A</p>
<p>Students will show an average increase of at least one grade level equivalent of growth in math on the TABE Español assessment.</p>	<p>N/A</p>	<p>N/A</p>

The table above defines our charter goals and, although the 2019-20 program year was severely disrupted due to COVID-19, The Next Step PCS would like to highlight our efforts, as captured in our internal triannual data report shared with our Board of Trustees. At the close of March, we saw tremendous strides in meeting and exceeding our goals. The section below offers a few highlights pertaining to the goals.

Growth on TABE Mathematics Assessments

The data for TABE 11/12 suggests that **62.50%** of test takers increased at least one level in on subject. Mathematics assessment data suggests average growth is seen with 0.7333 level.

Growth on TABE Reading Assessments:

The data for TABE 11/12 suggests that **62.50%** of test takers increased at least one level in on subject. Reading assessment data suggests average growth is seen with 0.5333 level.

Growth on TABE CLAS-E

78.99% of students at The Next Step PCS increased at one level in one subject area, on the CLAS-E assessment.

GED Passage

During the 2019-20 academic year, 19 students were ready and able to take the GED. Of those students, 15 passed the exam, leading to a **78.9%** passage rate, thus exceeding our current passage rate goal of **70%**.

Attendance

In-Seat Attendance Rate for the first semester was **72.8%**, in comparison to the goal of 69%

Growth on TABE Español Reading

In Reading, we have exceeded our charter goal for students at The Next Step PCS. Our data confirms a 1.7 average level growth.

Growth on TABE Español Mathematics

In Mathematics, we have exceeded our charter goal for students at The Next Step PCS. Our data confirms a 1.6 average level growth.

B. Unique Accomplishments: An Intentional Strategy to Accelerate Mission

The 2019-20 academic program year provided yet another opportunity to double-down on our vision and mission, and address the needs of learners, educators, leaders and the sustainability of our organization in dynamic, innovative and unique ways. While we maintain our commitment to ensuring extraordinary achievement outcomes for students who experience extraordinary challenges, the leadership of The Next Step Public Charter School highlights the following five examples as evidence of significant accomplishments for our learning and professional community: fostering intentionality in organizational sustainability and flexibility; honoring growth potential and expansion of programming; advancing student engagement and autonomy; exposing students to career dispositions and workplace readiness experiences; and enhancing human capital investments and opportunities among faculty and staff.

Fostering Intentionality in Organizational Sustainability and Flexibility

In January 2020, the Board of Trustees at The Next Step PCS continued intentional dialogue around the need for sustainability and flexibility in the execution of our vision and mission. One particular area of opportunity included the mortgage on the building and the respective covenant instituted by the lender. As we sought to be intentional around increasing our capacity and funding innovative efforts, Trustees voted for an early payment of the mortgage on the building thus releasing the net operating income conditions defined by the covenant and allowing for even greater usage of revenues to serve current and future needs of our learners. For our respective community, this will return over 500k back into the operating budget in order to meet the needs of our learners, educators, staff members and leaders.

The timeliness of this reduction of debt also proved beneficial as The Next Step sought to pursue usage of a second space, as defined in the forthcoming section, but also our need to be incredibly nimble and responsive to the impacts of COVID-19 on our instructional program, student support and engagement efforts, as well as our ability to enhance the professional readiness and experiences of our faculty and staff in a remote posture. Members of our team sought out intense self-directed learning opportunities to garner new skills with the hopes to ease our shift to virtual and hybrid models. For example, our data team worked with our vendors and student information system to design a virtual protocol to assist in self-reported health and wellness check-ins that would be required prior to admission into the building for an in-person temperature screen. This new protocol would aid our security team, as well as respective supervisors, with timely, self-reported data ensuring public health and safety requirements were being adhered to with great fidelity.

Honoring Growth Potential and Expansion of Programming

As shared at the start of this annual report, The Next Step PCS has adopted five strategic imperatives, one being **The Next Step PCS as an Early College**. This strategic focus would

equip The Next Step PCS to support our higher-level ESL students in their readiness, access and success in credit-bearing college coursework. The concept of *Early College* remains an invaluable strategy for ensuring college access and success, by blending academic requirements and gateway courses in the college community. As nearly three-quarters of our students are English Language Learners, we want to be sure to provide rigorous academic programming, coupled with the robust systems of support known only to The Next Step PCS and our Student Support and Engagement division. As such, we closed the 2019 calendar year with the submission of a charter amendment for the use of a second space, not to be confused with any notion of a second school.

The use of an additional space would, first, allow us to fully utilize our principle location at 3047 15th Street, NW. This space will have some re-imagined spaces, including greater capacity for our academic program offering—additional classrooms, spaces for teacher planning and collaboration, as well as dedicated spaces for academic interventions and supports. This shift to the use of the second space allows us to create collaborative spaces for many of our back-office functions

Advancing Student Engagement and Autonomy

Over the years, and in particular in this last year, The Next Step PCS has sought out ways to ensure that are students were exposed to and ready for an increasingly “connected” environment, whether it be online assessments and supplemental instruction, digital literacy classes, and electives that focused on coding and web design. We continued to see how our students were navigating a digital world and where there were still gaps. As a community, we decided to increase our intentionality around supporting student-directed learning, advocacy and engagement by working to ensure that every student established and maintained an email account connected to The Next Step PCS. Our teams worked to increase our capacity, students’ knowledge base and familiarity with our web-based portals and tools, and overall digital literacy to ensure continuity and consistency in their usage of these accounts. Although the official launch of the email accounts have occurred at the time of submission of this annual report, our intentionality here is to ensure students are able to drive their own learning experiences, in asynchronous environments, as well as synchronous instruction, without obstacles or inconsistent channels of communication.

Exposing Students to Career Dispositions and Workplace Readiness Experiences

At the start of 2019-20, The Next Step PCS was selected to be one of the first DC-based sites to partner with the International Youth Fund (IYF), in the delivery of the *Passport to Success* (PTS) program. Through an engagement with McDonald’s, IYF’s goal is to provide opportunity youth with life-skills and pre-employment training experiences that would ultimately support job placement. The implementation of PTS has afforded members of our faculty and staff to collaborate to provide direct instruction after a Train-the-Trainer experience, support students’ career readiness and growth, increase career exposure

opportunities, while also ensuring student ownership, accountability and personalized coaching that would help advance short- and long-term goals.

Implementation of PTS has also helped students to see the impacts and outcomes of their own investment in their education and career readiness progress. From job shadows, career panels, web-based simulations and discussions, our students continue to gain greater acumen and familiarity with the expectations and opportunities in the workplace, including but not limited to McDonald's.

Enhancing Human Capital Investments

We began the 2019-20 academic year with even greater emphasis on human capital development—individualized career action plans; organization-wide check-ins on career development; articulated and defined leadership competencies across all professional functional domains; and revised professional development (PD) resource policies to allocate a set amount per full-time and part-time employee for their dedicated PD as defined by their individualized career action plan. Prior to experiencing the *stay-at-home* orders due to the pandemic, the Talent and Outcomes Division administered a survey, in which 90% of the faculty and staff reported having had a career development action plan in place, and 85% stated that they feel a strong sense of ownership over their own development and long-term career trajectory.

As we look across our organization, our faculty and staff shared the following as areas of their concerted PD experiences, as aligned with their career development plans: Instructional Practices—Literacy, ESL and Math; Student Support—Response to Intervention, Supporting LGBTQ students; Trauma-Informed Care, Homeless Education, Teaching Cultural Diversity; School Culture—Restorative Practices, Harnessing Collaboration, Transforming School Culture, Resilient Schools in Action; Leadership and Management; Organizational Growth—Successful Grant Seekers, Managing Federal Grants, Education Policy and Analysis, Generating Corporate Sponsorship, Social Media Management. The entities hosting the PDs include: OSSE, The International Institute for Restorative Practices, TESOL, ASCD, COABE, Raffa, SHRM, The College Board, The GED Testing Center, FOCUS, and ADAA. Additionally, 10 staff members have been able to utilize their respective PD allotments to pursue advanced degree coursework and/or specific competency or skill development at the following: American University, Howard University, Georgetown University, The Kennedy Krieger Institute and the International Language Institute.

C. List of Donors

The following represents funders over \$500 in FY 20:

Funder/Donor Name	Amount
OSSE (as defined by the following grant programs: IDEA, SOAR, NCLB, NSLP, HAS and CACPF)	
International Youth Foundation Grant	\$67,725
Greater Washington Community Foundation	\$20,000
DC Education Equity Fund	\$6,891
John Ingold	\$5,000
Jonathan D. Mathis, PhD	\$5,000
The Morrison & Foerster Foundation	\$5,000
Jose Zegura	\$5,000*
Steven Cartwright	\$3,000
Benevity Fund	\$2,593
Shelia Wolof	\$2,000*
Melissa McKnight	\$1,500
Michael Williams	\$1,500
Tides Center	\$1,001
Jessica Ferguson	\$1,000
Juan Carlos Melo	\$1,000*
Douglas Reyes	\$1,000
Lita Trejo	\$1,000
Alliance of Nonprofits for Insurance	\$500
Thad Eagles	\$500
Kim R Ford	\$500
Mary Lane	\$500
Kathleen Patton	\$500

(*) Represents In-Kind Donations

Data Report

Source	Data Point
GENERAL INFORMATION	
PCSB	LEA Name: The Next Step Public Charter School
PCSB	Campus Name: The Next Step Public Charter School
PCSB	Ages served: Adult
PCSB	Overall Audited Enrollment: 447
STUDENT DATA POINTS	
School	Total number of instructional days: N/A
PCSB	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Discipline: 0.00%
PCSB	In-Seat Attendance: N/A
PCSB	Average Daily Attendance: N/A
PCSB	Midyear Withdrawals: N/A
PCSB	Midyear Entries: N/A
PCSB	Promotion Rate: N/A
PCSB	College Acceptance Rate: N/A
PCSB	College Admission Test Scores: N/A
PCSB	Graduation Rates: N/A
School	Teacher Attrition Rate: Teacher attrition rate for SY 19-20 was 15%. 6 out of 40 teachers from last year did not return this year.
School	Number of Teachers: 40
School	Teacher Salary (full-time): 1. Average: \$65,105.50 2. Range—Minimum: \$55,135.00 Maximum: \$94,545.00
School	Executive Compensation <ul style="list-style-type: none"> • Jonathan D. Mathis, PhD, Executive Director—\$185,000; • Juan Carlos Martinez, Chief of Talent and Outcomes—\$132,040; • Taunya Melvin, Chief Operating Officer—\$124,900 • Arturo Martinez, Principal, Day Program—\$113,323 • Oscar Ramirez, Principal, Evening Program—\$113,323 • Brandi Shelton, Senior Director and Division Chair, Student Support and Engagement—\$113,323

Appendices:

- 1. Staff Roster, School Year 2019-20**
- 2. Board Roster, School Year 2019-20**
- 3. Unaudited Year-end 2019-20 Financial Statement**
- 4. Approved 2020-21 Budget**

EE Name	Position Changes 7/1/2020	Master's	Major	Terminated
Alcazar, Paula	Full-Time ESL/Teacher, Day	Master's	Philosophy	
Alvarado-Duran, Javiera	Full-Time Math & Science Teacher, Day Program	Bachelor's	PUBLIC RELATIONS WITH A MAJOR IN MARKETING	
Alvarez Dobson, Jarolyn	Full-Time Senior Manager, Student Onboarding and Support Services	Bachelor's	Sociology	
Anderson, Marquise D	Full-time Special Ed Teacher, Day	Bachelor's	Criminal Justice	
Ball, Nicole	Part-time ESL Teacher, Evening	Master's	Educational Psychology	
Bethke, Dalia	Full-Time Case Manager, Day	Bachelor's	Sociology	
Boswick, Thomas	Director, Achievement, Governance, and Organizational Performance Data	Bachelor's	Political Science	
Brown, Joshua	Full-Time Senior Director, Engagement, Marketing and Outreach	Master's	Human Science	
Buckmon, Angelica	Full-time, Security, Evening	none		12/6/2019
Bryson, Jill	Full-Time GED Teacher , Day	Master's	Teaching	
Cantu, Luz Maria	Part-Time GED ESL Teacher	Master's	Educational Leadership	
Castaner, Angel	Part-Time ABE/GED Teacher, Evening	Master's	Secondary Education	
Castaner, Yanira	Full-Time GED Teacher, Day	Master's	Technology Education & Digital Competencies	
Castro-Ortiz, Noraixa	Full-Time Case Manager, Evening	Master's	Public Affairs	
Clarke, Kaitlyn	Full-Time ESL Teacher, Day	Bachelor's	Spanish Language Lit & International Studies	
Conchola, Sesilia	Full-Time Chief of Student Support & Engagement	Master's	Social Work	
Creager, Michael	Full-Time Lanaguage Acquisition/Social Studies/ABE/GED Teacher, Evening	Bachelor's	Global and International Studies,	
Csoma, Jessica	Full-time ESL/ELA Teacher, Day	Master's	English, History, Economics	8/1/2019
Cuellar, Michael	Full-Time Director, Curriculum and Instruction, Evening	Master's	Billigual Education	
Diaz, Claudia	Full-Time Resource and Enrichment Coordinator	none		
Denny, Garry	Custodian, Evening	none		4/15/2020
Donohoe, Anna	Temporary ESL Teacher, Day Program	Master's	Artificial Intelligence	6/12/2020
Espinoza, Marcelo	Full-Time GED Teacher, Day	Bachelor's	Art & Visual Tech	
Espinoza-Joa, Miguel Angel	Full-Time Manager, IT Services	none		
Eugenio Fernandez, Diego	Full-Time Computer Literacy/ESL Teacher, Day	Bachelor's	Computer Engineering	
Eugenio Fernandez, Inez	Full-Time GED Math/Science Teacher	Bachelor's	Biology	6/17/2020
Fernandez, Sahira	Full-Time School Social Worker	Master's	Social Work	
Flores, Rosa "Elsa"	Full-Time Director, Testing Administration and Supports	Bachelor's	International Relations	
Fonseca, Erick	Full-Time Head Custodian	none		
Ford, Melissa	Part-Time Special Education Teacher	Bachelor's	Elem Ed/Special Education	7/31/2020
Franklin, LaShaun	Full-Time Instrutional Coach, Day	Bachelor's	American Studies	
Garcia, Annete	Case Manager, Evening	Bachelor's	Criminlogy	6/30/2020
Gatica Riquelme, Maria Paz	Full-Time Director, Curriculum and Instruction, Day	Master's	Education, TESOL	

Gibbs, Nicole	Full-Time ESL Teacher/ Assessments Leadership Support , Day	Master's	Educational Psychology	
Gonzalez, Edson	Full-Time Analyst, Data Systems	Bachelor's	Business Administration	
Hawkins, Cameia	Full-Time HR Generalist	Bachelor's	Business Administration	
Heath, Angelica	Attendance & Transportation Coordinator, Evening	Bachelor's	Interdisciplinary Studies	
Henderson, Phyllis	Full-Time GED Teacher, Day	Bachelor's	Business Education	
Henrique, Katia	Part-Time Science Teacher, Night	Master's	Math Education	
Heredia-Mejia, Wirmary	Full Time CDA, Day and Evening	CDA certification only		
Hill, Denise	Part-Time Senior Manager, Special Projects-TNS National Exemplar	Master's	Communications	
Jaramillo, David	Full-Time GED Teacher, Day	Master's	Educational Studies	
Jimenez, Katia	Part-Time ESL Teacher, Evening	Master's	Education	
Jimenez, Miguel	Full-Time GED Teacher, Day and Evening	Master's	Management	
Juarez, Carlos	New Position on 7/27/2020 Full-Time Case Manager, Evening	Associates	Business & Public Administration	
Kiliany, Kenneth	Part-time ESL Teacher, Evening	Bachelor's	History	
Lane, Mary	Full-Time ESL Teacher, Day	Master's	Teaching English to speakers of others language	
Lizama, Yoselin	Assesment Coordinator	none		7/31/2020
Lugo, John Anthony	Full-Time GED Science/Math Teacher	Master's	Mathematics	2/3/2020
Manrique, Bethesda	Full-Time Chief Academic Officer	Master's	Secondary Educaiton	
Marquez, Mario	Senior CLS Advisor	Bachelor's	Sociology/PBPL	
Martinez, Juan Carlos	Full-Time Chief of Talent & Outcomes	Master's	Curriculum & Instruction	
Martinez, Arturo	Principal, Day Program	Master's	Education & Human Development	
Nolasco, Betzaida	Full-Time Attendance and Transportation Coordinator, Day	Bachelor's	Romance Language	
Mata, Maria	Part-Time Food Services Handler, Evening	none		
Mathis, Jonathan	Executive Director	Doctorate	Philosophy of Education	
Melgar, Josue	Full-Time Case Manager, Evening	Associates	Engineering	
Melvin, Taunya	Full-Time Chief Operating Officer	Master's	Non Profit Management	
Minter, Scott	Full-Time ESL Teacher, Day	Bachelor's	Adult Education	
Moya, Ana	Part-Time ABE/GED Teacher, Evening	Bachelor's	Education	
Nichols, Jason	Senior Manager-Special Projects-Strategy, Electives, Partnerships, Day School	Master's	Business Administration	7/31/2020
Oke, Kanaya	Full-Time Case Manager, Day	Bachelor's	Spanish Language Lit & Culture	
Ortez-Rivera, Ana	Full-Time Career and Life Skills Advisor	Bachelor's	Anthropology	
Ortega, Ana	Part-Time ESL Teacher, Evening	Bachelor's	Photojournalism	
Pajares, Steve	Full-Time Senior Manager, Academic Projects & Support	Bachelor's	Psychology	
Patton, Kathleen	Full-time Instructional Coach, Day	Master's	TESOL Curriculum and Instruction	
Pineda Puerta, Alexandra	Part-Time ESL Teacher, Evening	Master's	English Didactics	

Portillo, Ronald	Full-Time Instructional Coach, Evening	Master's	Teaching	
Prendergrast, Ryan	Part-Time ESL/GED Teacher, Evening	Bachelor's	International Affairs	
Ramirez, Carlos Ruben	Full-Time GED Teacher, Day	Bachelor's	Education	
Ramirez, Oscar	Principal, Evening Program	Master's	Education & Human Development	
Ramos-Meyers, Rafael	Part-time ESL Teacher, Night	Master's	Italian Studies	6/30/2020
Reyes, Douglas	Full-Time GED Teacher, Day	Master's	Teaching	
Reyes, Jacqueline	Part-Time ESL Teacher, Evening	Master's	Elementary Education	
Reyes, Jose	Full-Time Building Manager	none		
Richardson, Chinita	Full-Time Coordinator, Special Education	Doctorate	Min Pastoral Counseling	
Rios, Daniel Jackson	Part-time GED Teacher, Evening	Bachelor's	History	3/18/2020
Russell, Maleana	Full-Time Lead Teacher-Childcare	Bachelor's	Human Development ECE	
Sanchez, Raymond	30+ hrs- Security, Evening	none		
Santos, Isabel (Rios)	Full-Time Custodian, Day	none		
Shelton, Brandi	Division Chair Senior Director Of Student Support And Engagement	Master's	Social Work	10/9/2020
Shelton, Frederick	Full-Time ESL Teacher, Day	Bachelor's	Visual Communication/ Art Design	
Shelton, Teandra	Full-Time Security Manager, Day	none		
Soto, Vita	Full-Time Director, Career and Life Skills	Bachelor's	Liberal Studies	
Steadman, Kisha	Full-Time Manager, Food Services	none		
Suber, Maria	Full-Time Director, Human Resources	Bachelor's	Criminal Justice	
Taylor, Desireee	Full-Time Director of Childcare and Training	Bachelor's	Early Childhood Education	
Taylor, Frank III	Full-Time Security, Evening	none		
Thomas, Homer	Part-Time ABE/GED Teacher, Evening	Master's	History/Education	
Torres, Josue	Full-Tme GED Teacher, Day	Master's	Billigual Education	
Trejo, Lita	Full-Time Senior Case Manager, Day	none		
Velasco, Ivanova	Full-Time Senior Manager, Testing Administration and Supports	Bachelor's	Science and Technology	
Velasquez, Glenda	Full-Time, CDA	CDA certification only		
Verastegui, Erick	Full-Time, GED Teacher, Day	Bachelor's	Sociology	
Wesley, Erik	Part-Time ABE/GED Teacher, Evening	Bachelor's	Elementary Education	
Williams, Eugenia	Part-Time ABE/GED Teacher, Evening	Master's	Foreign Languages. Spanish	
Wilson, Mark	Math Science ABE GED Teacher	Bachelor's	Biology	8/28/2020
Ynfate, Rafael	Full-Time Specialist, Student Onboarding and Academic Supports	none		
Zelaya, Fidelina	Part-Time CDA, Evening	CDA certification only		

**The Next Step Public Charter School
Board of Trustees
Roster, 2019-20**

Chair

John Ingold (2016)
DC Resident

Secretary

Shawn Richardson (2019)
DC Resident
Chair, Academic Excellence Committee

Trustees

Melissa McKnight (2019)
DC Resident
Member, Academic Excellence Committee

Michael Cuellar (2018)
Staff Representative
VA Resident
Member, Academic Excellence Committee

Misael Berrios (2018)
Student Representative
DC Resident

ex-officio

Jonathan D. Mathis, PhD
Executive Director
VA Resident

Vice Chair

Steve Cartwright (2018)
DC Resident
Member, Academic Excellence Committee

Blanchi Roblero (2019)
DC Resident

Sahira Fernandez (2018)
Staff Representative
DC Resident
Member, Academic Excellence Committee

Housnatou Vologuem (2020)
Student Representative
DC Resident

Income Statement

The Next Step

July 2019 through June 2020

Revenue	
State and Local Revenue	10,086,872
Federal Revenue	190,752
Private Grants and Donations	106,210
Earned Fees	52,773
Donated Revenue	8,395
Total Revenue	10,445,002
Expenses	
Salaries	5,784,018
Benefits and Taxes	1,260,966
Contracted Staff	20,400
Staff-Related Costs	100,390
Rent	59,896
Occupancy Service	215,586
Direct Student Expense	487,420
Office & Business Expense	756,868
Donated Expense	8,395
Contingency	0
Total Expenses	8,693,939
Operating Income	1,751,063
Extraordinary Expenses	
Interest	295,880
Depreciation and Amortization	377,547
Total Extraordinary Expenses	673,427
Net Income	1,077,636

FY21 Budget

SY20-21

Revenue

State and Local Revenue	9,582,427
Federal Revenue	204,212
Private Grants and Donations	124,500
Earned Fees	58,596
Revenue Total	9,969,735

Expenses

Salaries	5,851,476
Benefits and Taxes	1,371,319
Contracted Staff	37,000
Staff-Related Costs	91,992
Rent	271,510
Occupancy Service	206,193
Direct Student Expense	885,031
Office & Business Expense	861,709
Expenses Total	9,576,230

NET ORDINARY INCOME **393,505**

Extraordinary Expenses

Depreciation and Amortization	365,343
Extraordinary Expenses Total	365,343

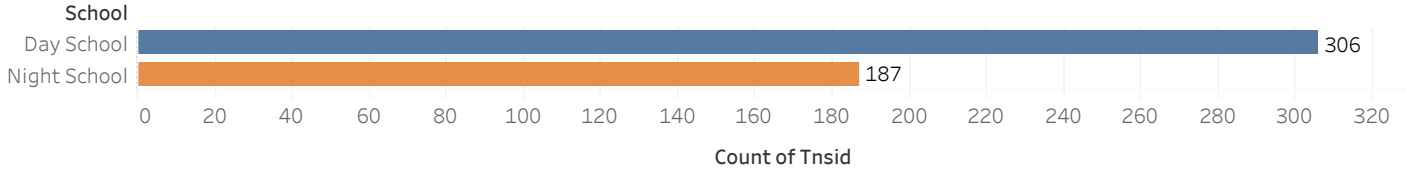
TOTAL EXPENSES **9,941,572**

NET INCOME **28,163**

School Profile

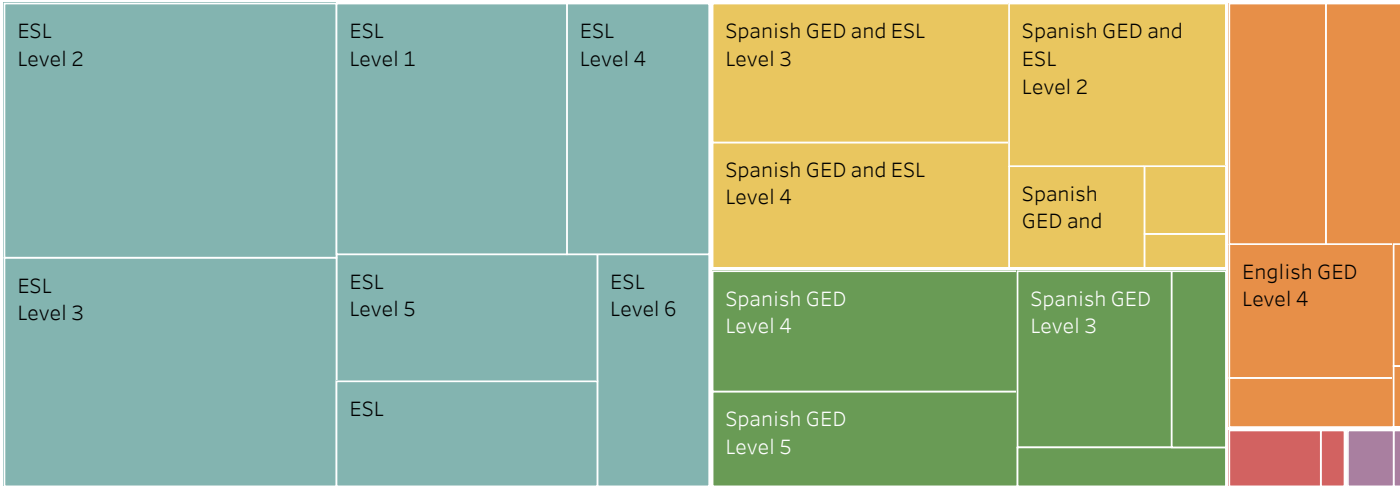
Data Last Updated Nightly

Enrollment by School



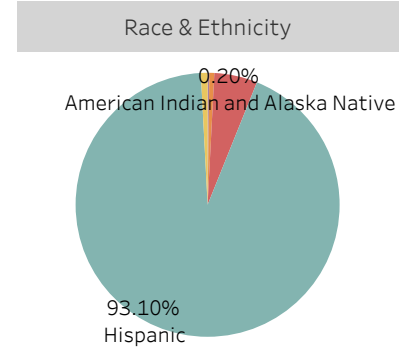
Demographics

Current Academic Enrollment



Gender

Female	45.23%
Male	54.56%



In-Seat Attendance Rate

72.8%

Retention

60.16%

Filters

Age

16 to 17	7.74%
18 to 21	48.75%
22 or Older	43.51%

FARM Status

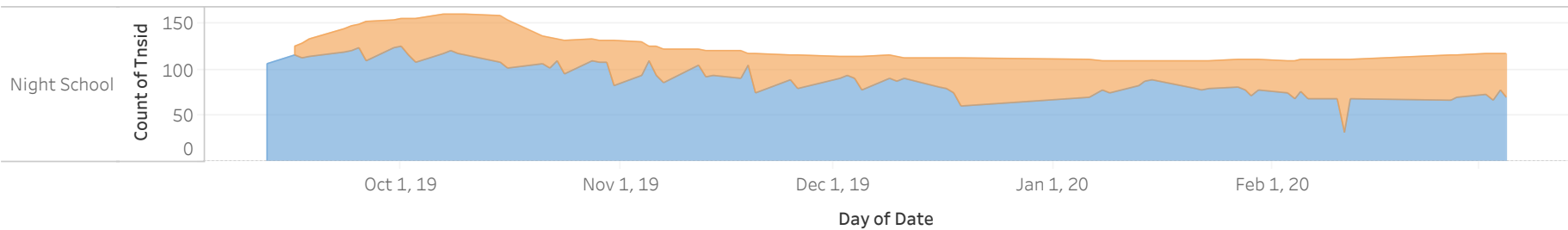
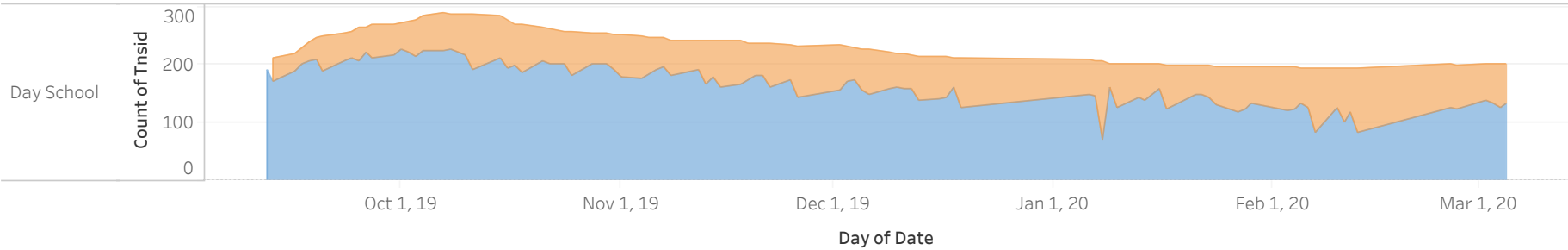
Free or Reduced	62.41%
Paid	37.59%

Parenting Status

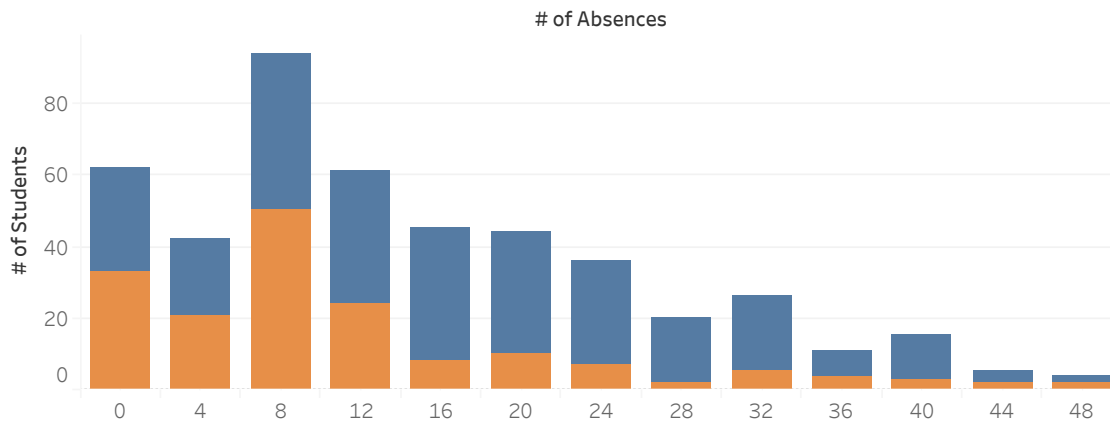
No	84.87%
Yes	15.13%

Enrollment & Attendance

Monthly Enrollment and Attendance



of Students with Unexcused Absences



Failing to withdraw students with several unexcused absences, particularly in Day School, contributes in part to our lower than usual In-Seat Attendance Rate.

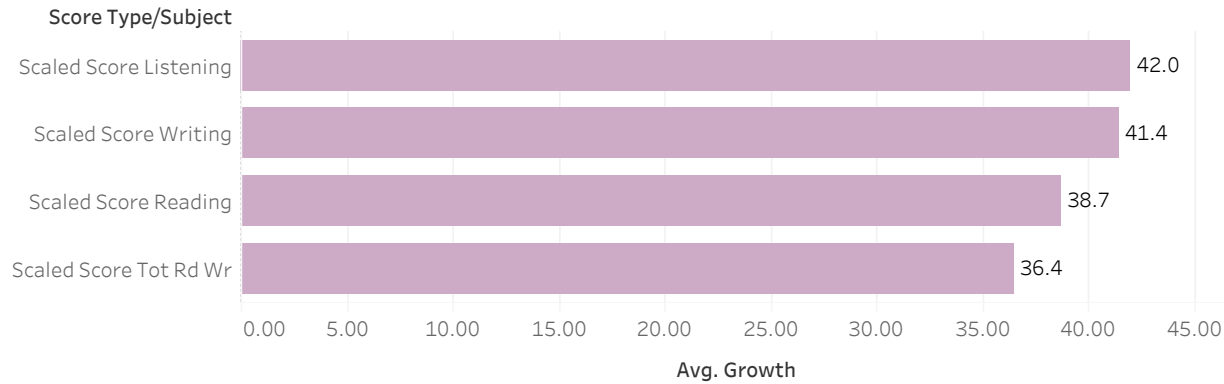
Attendance by Program

Last Program	Attendance Rate
English GED	65.63%
English GED and ESL	64.07%
ESL	70.81%
Pre-College at TNS	81.68%
Spanish GED	67.55%
Spanish GED and ESL	79.86%

ESL Assessments Growth

CLAS-E Scaled Score Growth

% Students Passing One Level



78.99%

% of CLAS-E test takers who increased at least one level in one subject. TNS must maintain a pass rate of at least 70% to meet our charter goal.

CLAS-E Growth by Placement Level

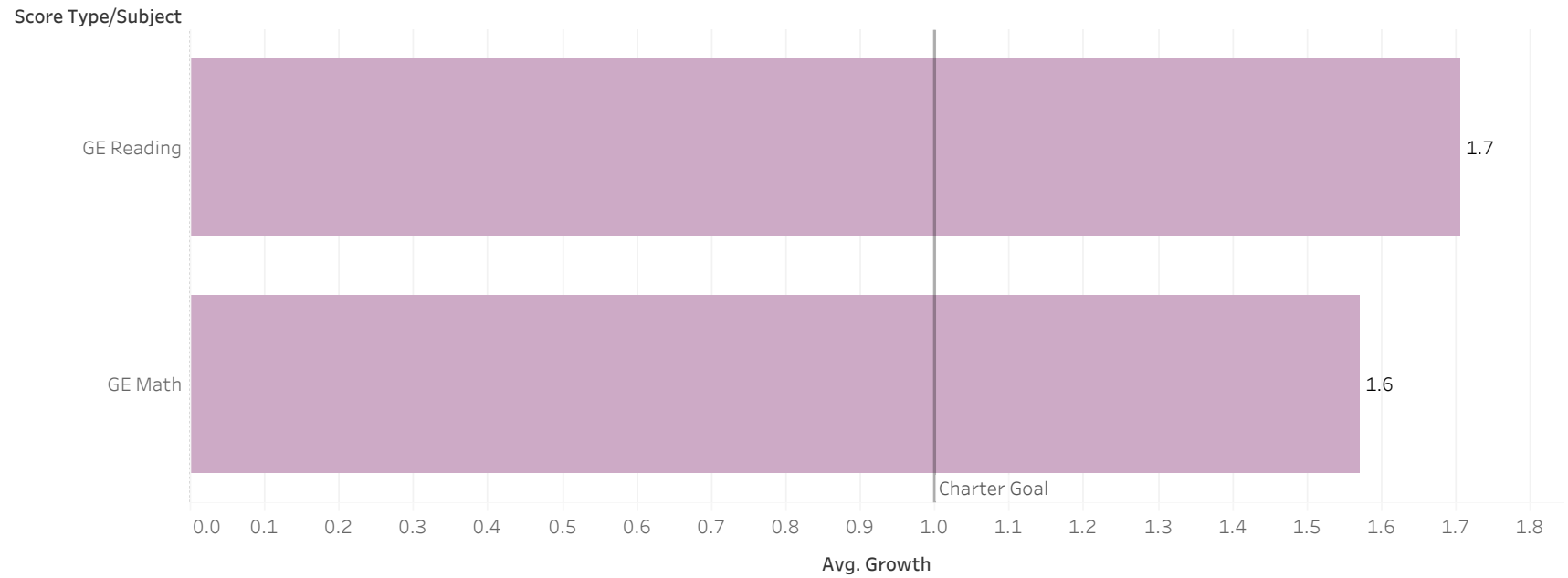
Score Type/Subject	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Scaled Score Listening	52.21	54.85	36.79	25.04	20.21	33.00
Scaled Score Writing	83.46	26.26	22.05	36.81	19.42	32.67
Scaled Score Reading	66.23	29.91	34.16	23.77	17.16	27.83
Scaled Score Tot Rd Wr	73.85	23.82	22.98	26.12	12.32	24.17

CLAS-E EFL Growth

Score Type/Sub..	
NRS Listening	0.60
NRS Reading	0.58
NRS Tot Rd Wr	0.53
NRS Writing	0.65

Spanish GED Assessments Growth

TABE Español Grade Equivalency (GE)



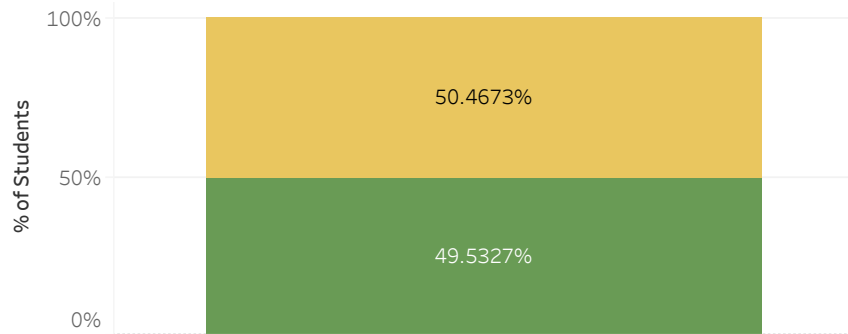
TABE Español Growth by Placement Level

Score Type/Subject	Null	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Scaled Score Language	0.00	55.58	72.18	38.93	25.45	39.87	38.00
Scaled Score Reading	0.00	76.08	53.45	26.02	26.00	8.07	21.00
Scaled Score Total Math	0.00	69.25	50.74	29.05	25.26	19.60	18.00

Student Support Services

Individual Service Plan Summary

% of Students Meeting At Least One Goal



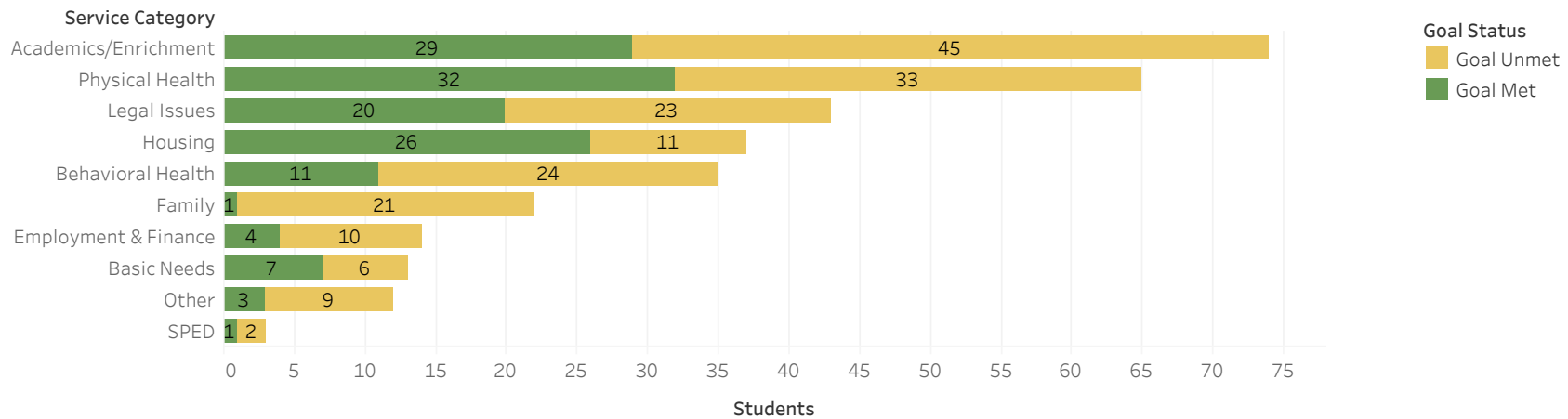
of Students Receiving Services

214

Average Time Spent Per SSS Visit

35 minutes

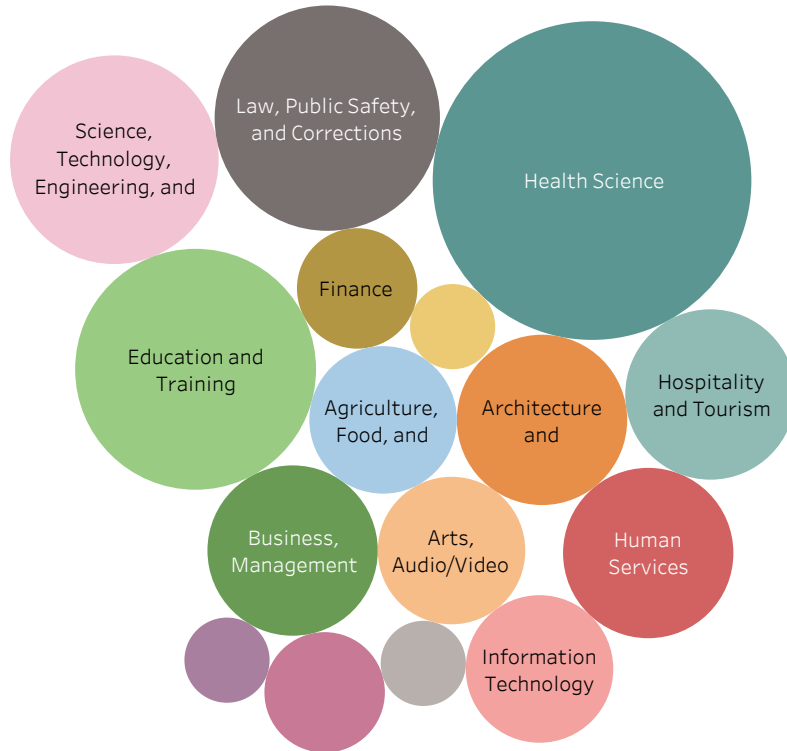
Student Goals Grouped by Service Category



Counts the number of students with goals aligning to student support service categories. Hover over "Service Category" to disaggregate by specific goals

Career & Lifeskills

Students Most Common Career Group



Students with CLS plan

149

Students' Career Goals

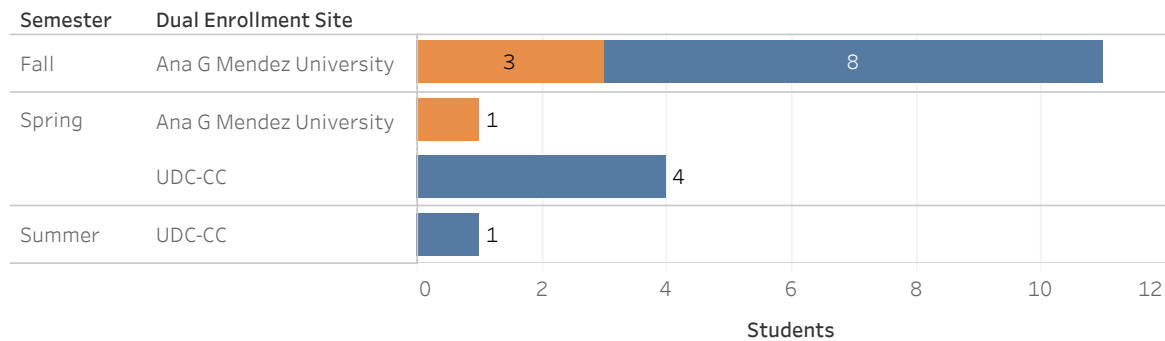
Career Goal	
Enroll in Vocational Program	33.56%
Enroll in College	32.21%
Enroll into ESL Program	26.17%
Enroll into Workforce	5.37%
Enlist in Armed Forces	2.68%

Workshop Attendance

Workshop Attendance	
At Least One Attendance	31.38%
No Attendance	68.62%

% of Active Students Exposed to *At Least One* Post-Secondary Options Workshop (Goal is >80%)

Dual Enrollment



School
■ Day School
■ Night School