

RICHARD WRIGHT PUBLIC CHARTER SCHOOLS FOR JOURNALISM AND MEDIA ARTS

OCTOBER 2020 | LEA ANNUAL REPORT



WE ARE

RICHARD WRIGHT
Public Charter Schools for Journalism and Media Arts

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SCHOOL DESCRIPTION

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

Richard Wright Public Charter School (RWPCS) is an urban public high school that served approximately 325 students in grades 8th-12th during the 2019/2020 school year. RWPCS is located in the Southeast Quadrant of Washington, DC. Richard Wright Public Charter School serves a population of over 84.6% who are deemed at risk because of low socio-economic and academic challenges. This percentage is one of the highest populations served by one school in the entire school sector in Washington DC.

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

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



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SCHOOL DESCRIPTION

(CONTINUED)

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

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

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

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MISSION/VISION STATEMENT

"REWRITING THE FUTURE, ONE STUDENT AT A TIME"



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



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SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

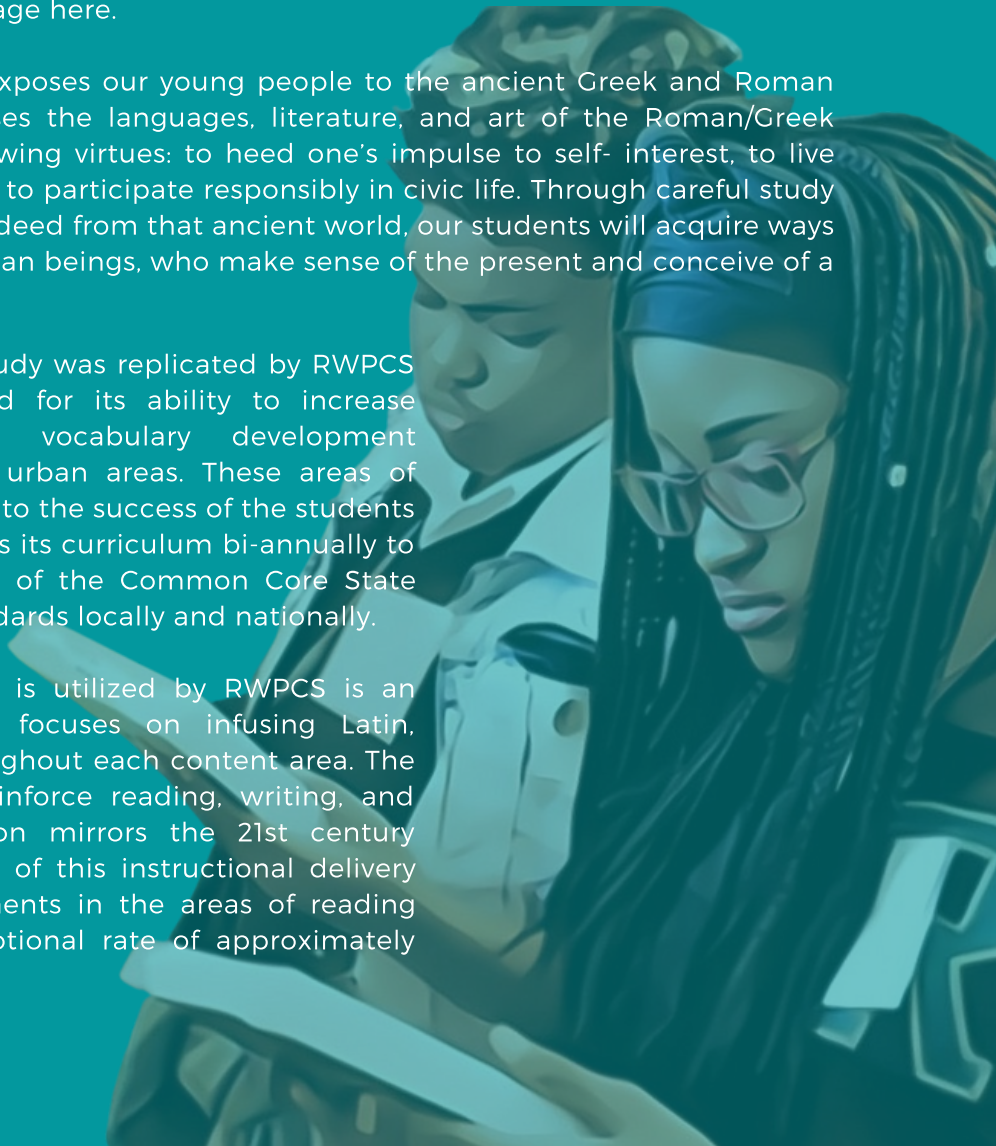
Richard Wright Public Charter School's (RWPCS) Curriculum design is adopted and based on the highly noted Boston Latin School of Massachusetts. The curriculum design and academic model has been acclaimed for over 365 years. The Boston Latin School has maintained a strong curriculum centered in humanities.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

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

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

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

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



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SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH (CONTINUED)

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

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

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

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

RICHARD WRIGHT PCS PARENT INVOLVEMENT EFFORTS

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

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

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

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

OUR GOALS

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



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PARENT INVOLVEMENT EFFORTS

(CONTINUED)

COVID-19

At the outbreak of the COVID-19 pandemic, RWPCS set in motion avenues to keep our families informed and engaged as we adjusted and maneuvered through one of our nation's most trying times:

- Communication - Families had access to the Parent Liaison by way of email, phone, group and private zoom calls; Zoom meetings could be scheduled with teachers as needed
- Weekly Zoom Check-Ins were set up to ensure our families that we would not leave them stranded and struggling and help them adjust to social distancing and virtual learning
- Mental Health Services - Information and resources were identified and presented to families; the RWPCS mental health teams led conversations, gave presentations and provided individual and group sessions
- Cooking Show, "Made Easy with Ms. Glover" - "How to" Cooking videos were developed and produced as a way to encourage whole family participation; easy recipes were shared over social media and families were encouraged to share their favorite recipes with the community at large
- Family TikTok - Families were asked to create TikTok videos to share during weekly Zoom Check-Ins to maintain a sense of community and connection
- Weekly Feature Films - RW released weekly feature films and PSAs to keep the community engaged maintaining the focus of the ROXIE Program of the school

The Summer of 2020 was also a time of transition for RWPCS as we moved into our new and permanent location at 475 School Street, SW

- Updates - RWPCS used its social media platforms and Zoom Check-Ins to give parents first hand visual accounts of the phases and progress of the new location
- Walk-throughs/Tours - Before the opening of the school year families who inquired were offered walk-throughs/tours



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NARRATIVE

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

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

In order to address the schools immediate needs during the SY 19/20, the Reading Department and Director of Data instituted the use of a diagnostic benchmark reading test, Read 180 Scholastic Comprehension Program. The Summary Growth Report reflected substantial improvement in reading comprehension for the students who were identified as low performing. Sixty students participated in this benchmark assessment. Between the months of November through March, eighth grade students showed a growth of 58%, ninth grade students showed a growth of 64%, and tenth grade students showed a 84% growth.

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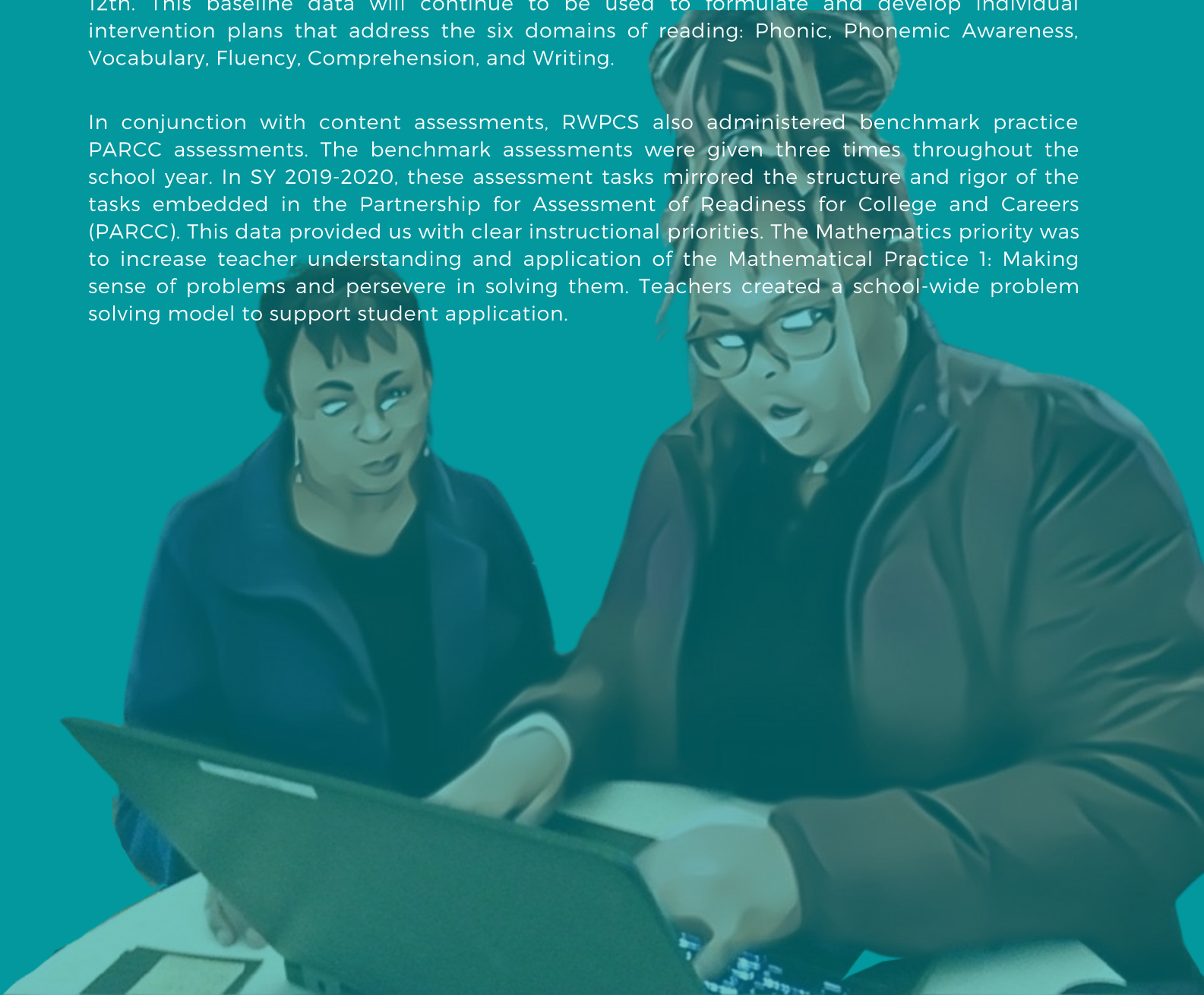
NARRATIVE

(CONTINUED)

The San Diego Quick Reading Assessment was also used with our 8th- 12th grade population to gauge students' approximate independent reading levels. Baseline data indicated that seventy-two percent of our 8th and 9th grades read 2-4 years below grade level. Interventions provided in targeted areas have led to a 43% increase in their independent reading levels by 2-3 years in a 6 month period.

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

In conjunction with content assessments, RWPCS also administered benchmark practice PARCC assessments. The benchmark assessments were given three times throughout the school year. In SY 2019-2020, these assessment tasks mirrored the structure and rigor of the tasks embedded in the Partnership for Assessment of Readiness for College and Careers (PARCC). This data provided us with clear instructional priorities. The Mathematics priority was to increase teacher understanding and application of the Mathematical Practice 1: Making sense of problems and persevere in solving them. Teachers created a school-wide problem solving model to support student application.



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LESSONS LEARNED

In school year 2019-2020, Richard Wright took part in a District-wide FOCUS group for mathematics where we received coaching on best practices and implementation of effective strategies. As a result of that coaching, we were able to translate those practices into a meaningful working math group, consisting of all math teachers as well as academic leaders, that focused on developing and implementing school wide strategies that engage every child in mathematical application and practice. Students were able to demonstrate understanding of various mathematical concepts on a daily basis during our Math Moment Initiative. This initiative was a morning activity that provided students the opportunity to grapple with complex tasks that were both procedural and conceptual. In SY 2019-2020, we have continued this initiative. Richard Wright PCS showed significant growth in English Language Arts. The incorporation of various interventions and best practices resulted in a measurable increase of a mastery of understanding in ELA and Mathematics.

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

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

READING INITIATIVES

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

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DESCRIPTION OF KEY MISSION-RELATED PROGRAMS



LATIN



THE ROXIE PROGRAM



JOURNALISM



BROADCAST JOURNALISM



FILM



PHOTOGRAPHY

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

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

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

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

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



MUSIC



MUSIC PRODUCTION



DANCE



VISUAL ART



GRAPHIC DESIGN

RICHARD WRIGHT PCS SCHOOL STAFF CHARACTERISTICS



21

NUMBER OF
TEACHERS

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

1

NUMBER OF
TEACHER AIDES

20:1

AVERAGE CLASS
SIZE



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QUALIFICATIONS AND ASSIGNMENTS OF SCHOOL STAFF

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

STAFF ATTRITION RATE

Richard Wright has retention rate amongst the total staffing body of 94%. The retention rate of the entire teaching staff is 87.4%.

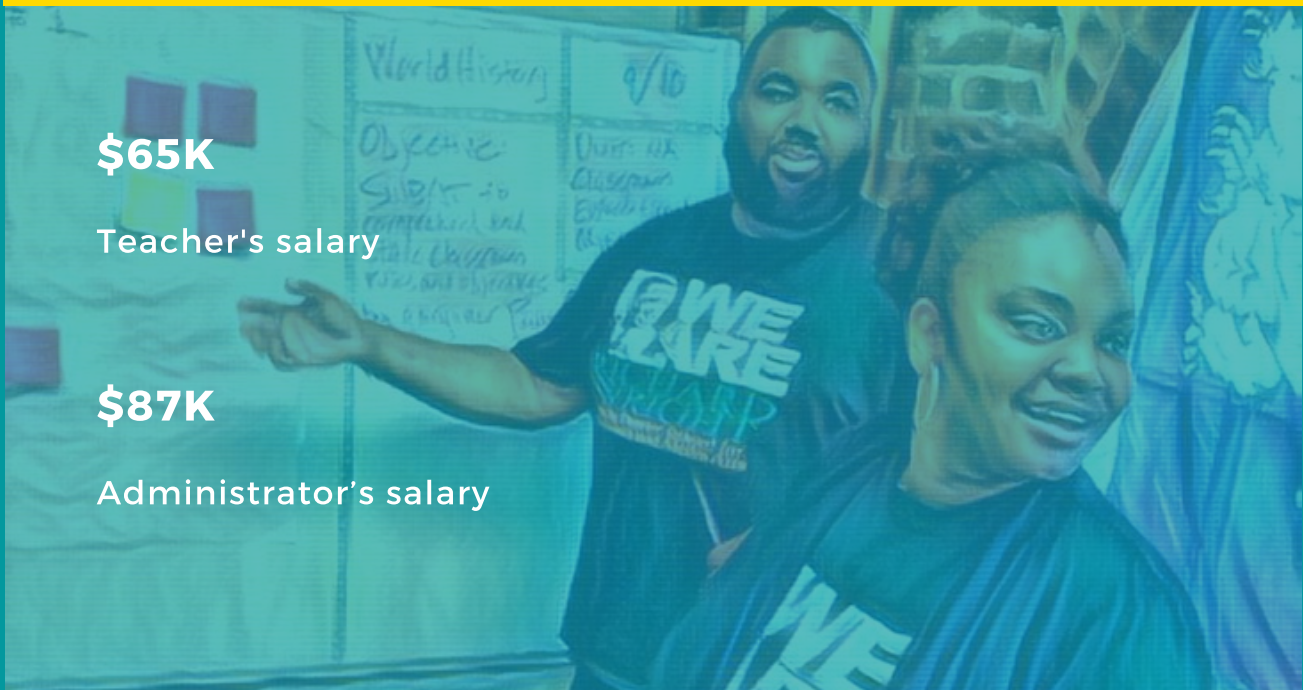
SALARY RANGE AND AVERAGE SALARY, FOR TEACHERS AND ADMINISTRATORS

\$65K

Teacher's salary

\$87K

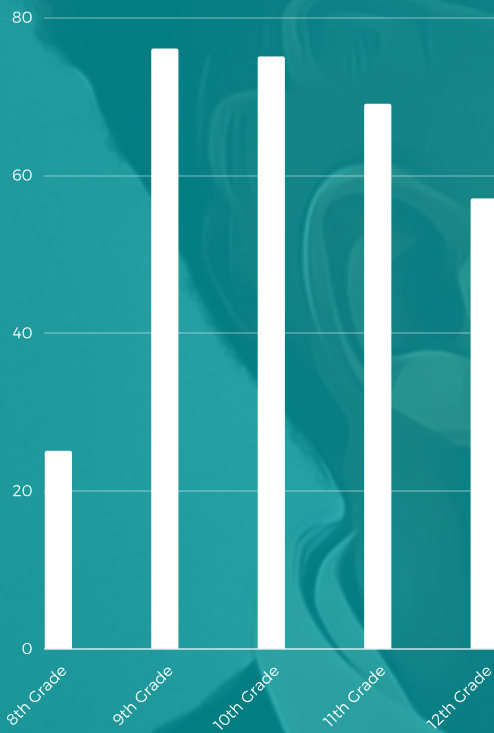
Administrator's salary



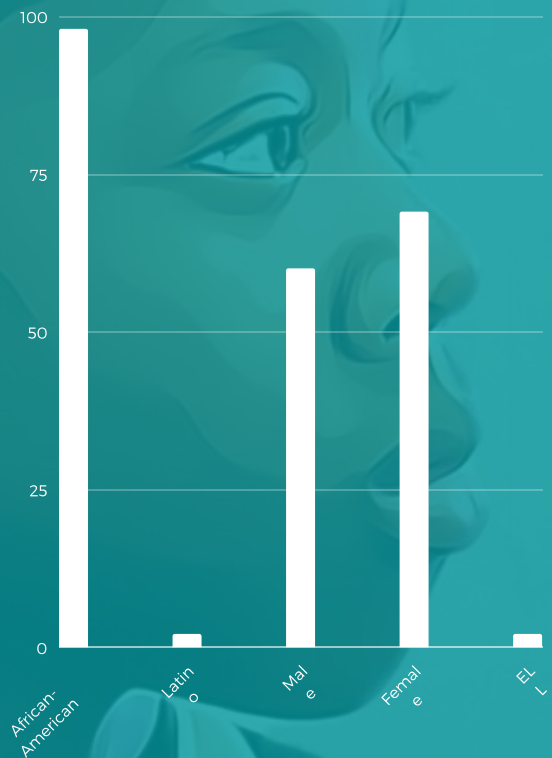
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STUDENT CHARACTERISTICS

STUDENT ENROLLMENT BY GRADE



DEMOGRAPHICS



STUDENT ENROLLMENT BY GRADE LEVEL

8th Grade - 25 Students
 9th Grade - 76 Students
 10th Grade - 75 Students
 11th Grade - 69 Students
 12th Grade - 57 Students

82%

STUDENT RE-ENROLLMENT RATE*

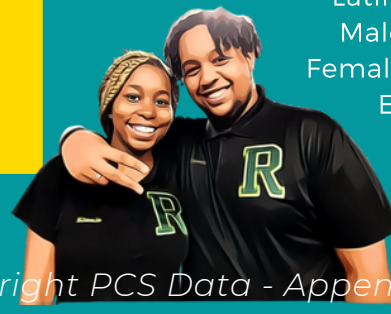
91.9%

ATTENDANCE (IN SEAT ATTENDANCE, AVERAGE)*

DEMOGRAPHICS

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

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



STUDENT DISCIPLINE DATA* - Richard Wright PCS Data - Appendix

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SCHOOL PERFORMANCE

*Annual Performance Goals (See Appendix)

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



SPECIAL EDUCATION STATUS - INCLUSION MODEL

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



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UNIQUE ACCOMPLISHMENTS

SHADD PIANO DONATION TO HSC PEDIATRIC CENTER

The Richard Wright Public Charter Schools for Journalism and Media Arts students ushered in the 2019-20 school year with creative community service. Warren Shadd, phenomenal inventor, designer, and Founder & CEO of Shadd Pianos and the Shadd Foundation invited RW to paint a donated piano with and for the the awesome kids and staff at the HSC Pediatric Center. A truly humbling and meaningful experience, we greatly appreciated the opportunity to contribute.



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RICHARD WRIGHT BIRTHDAY CELEBRATION WITH AUTHOR M. K. ASANTE AND THE HURSTON WRIGHT FOUNDATION



We celebrated the birthday of Richard Wright with the Hurston Wright Foundation who brought in award-winning author of *Buck*, hip hop artist, filmmaker, and professor, MK Asante, to speak to some young RW writers about his reflections as a creative working and developing many projects simultaneously and his experiences with his mentor, Maya Angelou, who continues to inspire him. WPFW's David Whettstone of "Community Watch and Comment" broadcasted the event live. Students each received a signed copy of the book.



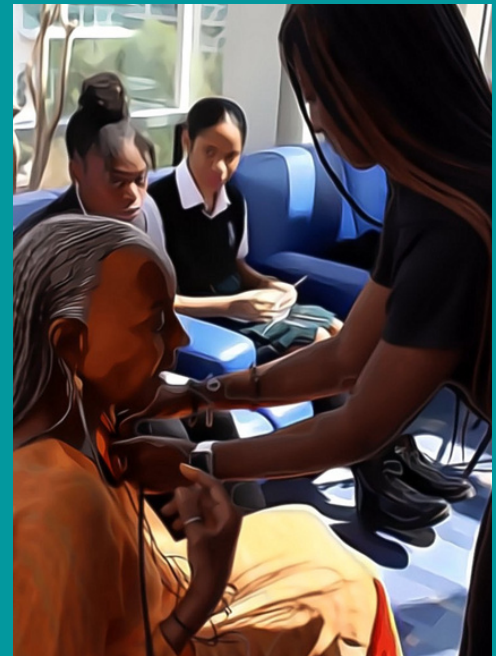
UNIQUE ACCOMPLISHMENTS

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INTERVIEW WITH SUSAN TAYLOR



A Richard Wright News Crew of young women had the incredible opportunity to interview the elegant, eloquent, effervescent, and gracious Editor Emeritus of Essence Magazine and Founder of the National Area Cares Mentoring Movement, Susan Taylor. She was a wealth of wisdom for the young women who were not only inspired, but empowered by her words and actions, her illuminating warmth and spirit that made the experience unforgettable.



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CONGRESSIONAL BLACK CAUCUS



Our young men made the annual trip to the CBC with our Founder & CEO, Dr. Marco Clark for the session hosted by Congressman James Clyburn and the Omega Psi Phi Fraternity, Inc. The young men were received with encouragement and pride as they walked through the Walter E. Washington Convention Center. The Grand Basileus Dr. David Marion greeted the young men warmly and spoke to them about their plans for college. He remembered one of our young Ambassadors whom he met the last time he visited the school. Richard Wright is always thankful for the outstanding support the Omega Psi Phi Fraternity, Inc. bestows on our school, from its generous financial contributions each year, to the mentorship of its members, and the the strong participation in our Man The Block Safe Passage Program. We are proud they have invested in our young people year after year, helping to uplift their futures, and by believing in the work that our organizations and our communities strive to achieve together.



UNIQUE ACCOMPLISHMENTS

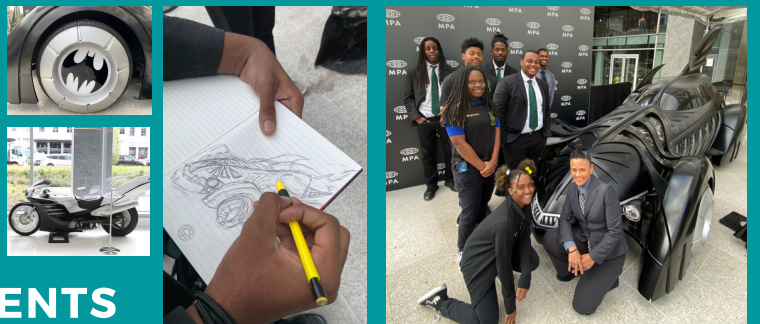
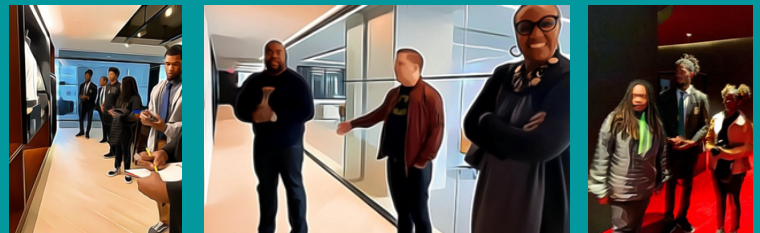
RICHARD WRIGHT PCS MOTION PICTURE ASSOCIATION

As the only adopted school in DC by the Motion Picture Association (MPA), the Richard Wright community has been able to create more connections to open the door for even more opportunities for our young people by attending various MPA events, such as during the CBC at their new facility and the March on Washington Film Festival Inaugural Gala held at the National Museum of Women in the Arts. It was an inspiring evening as many civil rights activists were present like Congressman John Lewis and Nikki Giovanni receiving awards. To be in the presence of so many individuals who have been fighting and continue to fight served as a reminder that we must never give up.

MPA provided an opportunity for students to check out the 1995 Warner Brothers "Batman Forever" Batmobile and tour their newly renovated global headquarters. Many thanks to CEO Charles Rivkin and VP of External and Multicultural Affairs John Gibson for ensuring diversity, inclusion, and representation in the industry for our future creatives and audiences. It was inspiring and fun for students to see the range of artisans involved in their favorite films and tv shows through the collection on display. The MPA staff also generously donated various school and art supplies to our RW students during the holidays.

MPA continues to extend access to exclusive events in the industry to Richard Wright thereby extending the knowledge and network to our community as a whole.

UNIQUE ACCOMPLISHMENTS





Grassroots efforts help create the change to make a lasting impact. Richard Wright continues to mobilize Man The Block efforts throughout the District to ensure our children have safe passage as they travel to and from school. MTB in its safe passage partnership with the DME held a community forum at Center City PCS. Panelists included Principal Niya White, Center City PCS, Chris Thomas, Rev. Milton Maxwell, and Dr. Marco Clark with Moderator WHUR's Taylor Thomas. Census 2020 DC, Capital Area Cares Mentoring Program, Congress Heights Arts and Cultural Center (CHACC), the DME, 100 Fathers, Inc. were on hand to share information. MTB ID cards were created on the spot for volunteers. Sugar Bear and the EU Band kicked off the event as attendees of all ages signed in, registered, gathered info, ate, networked, and were energized in high spirits for the panel discussion. MTB continues to work in partnership with leaders of 100 Fathers, Inc., Lead By Example Foundation (LBE), Empas, and members from the Nation of Islam.



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SOUTH CAROLINA COMBAT VETERANS ANNUAL LUNCHEON

Cornerstones of Richard Wright are community and service and our annual visit from the South Carolina Combats Veterans encompasses both with genuine fellowship, kindness and love. We deeply honor and respect our incredible partners for their dedicated service. The SC Combat Vets have given so much and continue to do so with their words and actions, in their generosity and conviction, through their wisdom and kindness, always role modeling strength, character, integrity, and compassion. One of our most favorite times of the year is to serve this group of amazing people and share fellowship through food, music, song, dance, laughter, and love.



UNIQUE ACCOMPLISHMENTS

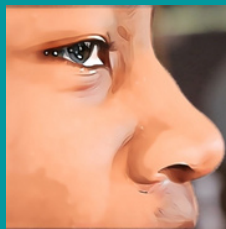
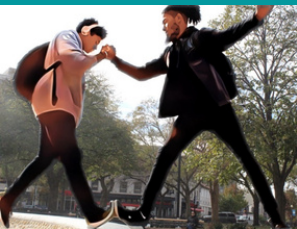


RICHARD WRIGHT PCS

WORKSHOPS WITH AWARD-WINNING WASHINGTON POST PHOTOJOURNALIST JAHI CHIKWENDIU AT THE THE DUPONT UNDERGROUND WORLD PRESS EXHIBIT



The Rotary Club of Washington, DC and World Press Photo 2019 (DC) partnered with Richard Wright Public Charter Schools and award-winning Washington Post photojournalist, Jahi Chikwendiu. RW students received critiques of their work, took a photo walk and were gifted souvenir posters courtesy of Gray Graphics. The workshops culminated over a few weeks with an initial introduction to the documentary photography work by Jahi at Richard Wright. Students shared their own work over sessions and were able to do a photo walk in Dupont Circle with Jahi. The events were sponsored by Rotary District 7620 as part of the DC Rotary Club Youth Conference.



UNIQUE ACCOMPLISHMENTS

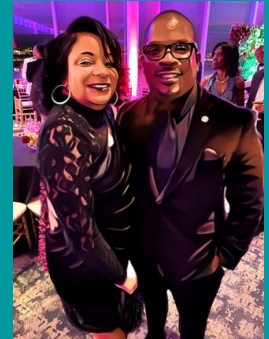


RICHARD WRIGHT PCS

DR. MARCO CLARK HONORED BY UNCF

Richard Wright PCS Founder & CEO, Dr. Marco Clark, was honored by the United Negro College Fund with "The Making a Difference Torch Award" given to an individual that is leading the education arena with innovative ways to inspire the next generation. Dr. Clark was honored at the 2019 Gala Noir: A UNCF Affair in Washington, DC held at the Spy Museum.

Dr. Clark has dedicated his life to making a difference in the lives of children through education, He has built an organization as a team and a family, and continuously tries to elevate and uplift not only the lives of our students, but encourages each member of the RW community and beyond to be leaders and changemakers as well.



As one of the few leaders of color in the public charter school arena, Dr. Clark advocates every day for the children we serve. He does so charismatically with a big heart, sharp mind, strong voice, fierce determination, intentional actions, and a sense of humor. For decades he has contributed unremittingly to urban education. We are inspired by his efforts.



UNIQUE ACCOMPLISHMENTS



RICHARD WRIGHT PCS

THE OPEN DOORS/UNLOCK OPPORTUNITY CITYWIDE CALL TO ACTION AND STUDENT EXCELLENCE COMPETITION



RW Student Amari Romney won 1st Place in the category of Film with his music video "My School is Wonderful" with original raps, in the DC Association of Chartered Public Schools Student Excellence Competition with the theme of "What my Charter School Means to Me, My Family, and My Community." RW students represented at the Open Doors Unlock Opportunity event in all competition categories as well as gained a greater awareness of the underused and vacant DC public school properties unavailable to thousands of DC students on public charter school waiting lists. Richard Wright students are DC Charter Proud and the ability to choose Richard Wright and our unique program with the journalism and media arts focus.



UNIQUE ACCOMPLISHMENTS



RICHARD WRIGHT PCS

THE OSSE DC ALL-STAR SCHOOL TOUR

Richard Wright Ambassador student leaders and staff were proud and excited to tour our OSSE DC guests for the DC All-Star School Tour. We are thankful and proud of our students, staff, and the whole Richard Wright educational community for collectively creating a dynamic culture of learning through discovery, empowerment, creativity, connection and love. At Richard Wright, we do that Triple “L” Thing... We set limits, we teach lessons, and we do it all in the name of love.

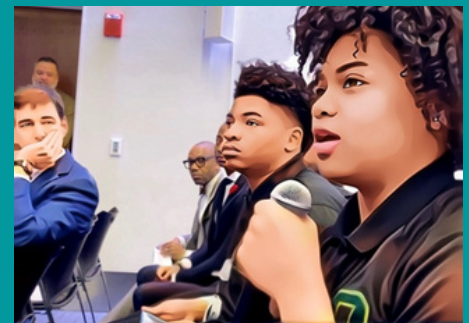


UNIQUE ACCOMPLISHMENTS

RICHARD WRIGHT PCS BROOKINGS INSTITUTION WITH REP. HAKEEM JEFFRIES

Addressing structural racism in America's public policy institutions was the discussion in the fireside chat with Rep. Hakeem Jeffries (D-NY) currently serving his fourth term in the United States Congress. Rep. Jeffries is a tireless advocate for social and economic justice. Since his arrival in Congress, he has been at the forefront of a wide range of important issues, such as combatting voter suppression, developing meaningful police reform, and expanding economic opportunity for all Americans. In 2018, he worked with top Republicans on Capitol Hill and the White House as the lead Democratic sponsor of the First Step Act—the most far-reaching criminal justice reform passed in a decade.

As part of the Brookings Institution's celebration of Black History Month, Rep. Jeffries, chairman of the House Democratic Caucus joined David M. Rubenstein Fellow Rashawn Ray for a fireside chat to discuss how lawmakers can address historic inequities in public policy and help combat racism in America. The creative work of Richard Wright students, ROXIE films and art, were once again exhibited at Brookings. We greatly appreciate the continued rich partnership with the Brookings Institution inspiring all of us to do the hard work required for real change every day.



UNIQUE ACCOMPLISHMENTS



RICHARD WRIGHT PCS

DONOR AND PARTNERSHIP REPORT

DONORS AND PARTNERS



Businesses

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

Media Organizations

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

RICHARD WRIGHT PCS SIGNIFICANT HIGHLIGHTS

ROTARY INTERACT CLUB AT RWPCS

The Richard Wright Rotary Interact Club was chartered in the Spring of 2019. Since that time the Interact Club of 30 students have committed themselves to serving their community. From the onset they began planting trees in partnership with the Anacostia Watershed Society at the Suitland Metro Station.

In August Interactors met with other local Interact and Rotaract Clubs from around the DMV at a Haines Point Picnic to kick off the school year. They volunteered to help the homeless with the Widow's Pantry. When Richard Wright's CEO and Founder, Dr. Marco Clark spoke to the DC Rotary Club in October, Richard Wright Interact Members easily spoke about what makes their club and Richard Wright PCS special.

RWPCS Interact Officers applied for and received four scholarships to attend a three-day Leadership Conference in February of 2020 in Edgewater, Maryland. Interactors also made virtual pen-pal with Interactors at a high school in the Dominican Republic.

During the COVID-19 lockdown students met virtually with Interactors in Bentonville, Arkansas. Together the two clubs decided to honor health care workers at local health care facilities with banners that they collaborated to create. In September, Richard Wright presented these appreciation banners to Unity Health Care Workers at two locations in Southeast and Northeast DC. The health care workers truly appreciated the honor.

The Interact Club has been an outstanding addition to enhancing the importance of community and service for others as part of the Richard Wright mindset. Their motto "Service Above Self" aligns with the RW Way and we greatly appreciate their support.

RWPCS COMPETES IN THE AD CAP CHALLENGE

A team of Richard Wright Students competed in the Ad Cap Challenge, a challenge designed by the Ad Cap Foundation to get students to problem solve ways to make their communities better. Students are coached through the problem-solving process and have only a few hours to develop a plan and a pitch that they present to a panel of judges.

Richard Wright students competed against 10 other local high schools and were awarded the highest honors for their Access for All Ages, creating a Community Fair to bring more resources into the community for people of all ages.

ORAL HISTORY COLLECTION PROJECT BY THE WOMEN'S NATIONAL DEMOCRATIC CLUB, (WNDC) EDUCATION FOUNDATION

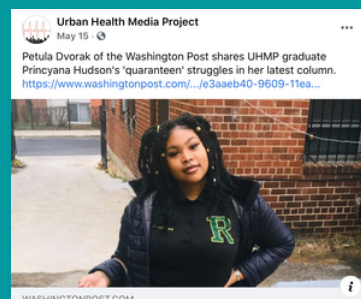
RWPCS Students were invited to participate in an Oral History Collection Project by the Women's National Democratic Club (WNDC) Education Foundation. This was in honor of the 100-Year Anniversary Celebration of the Women's Right to Vote. Students learned about the long road to the vote for women while learning the process for collecting oral histories. 11th grader Amora Campbell completed the project by creating a video/virtual guide for how to collect oral histories. That guide is currently on the website for the WNDC EF, the Humanities DC Archives, and the Washington Society.

LIBRARY OF CONGRESS PARTNERS, SINCE 2014

Under this partnership, Book Club students visit the Library of Congress on a regular basis, reading and reviewing new teen novel releases, have reviews posted to the LOC website and engage with notable authors who visit the school 2 to 3 times per year.

THE URBAN HEALTH MEDIA PROJECT WITH CO-FOUNDER JAYNE O'DONNELL, HEALTH POLICY REPORTER FOR USA TODAY, SINCE SPRING 2017

This partnership provides RW students to intensive hands-on training and in the field application as they learn how to identify and research health problems that impact their communities. Students are taught how to educate and advocate for these communities and the people through writing and media. Students earn opportunities to be published in USA Today and other national platforms and publications. Richard Wright Alumni who served as UHMP Fellows in high school have the ability to continue to be involved with UHMP as an intern during their college experience and widen their network.

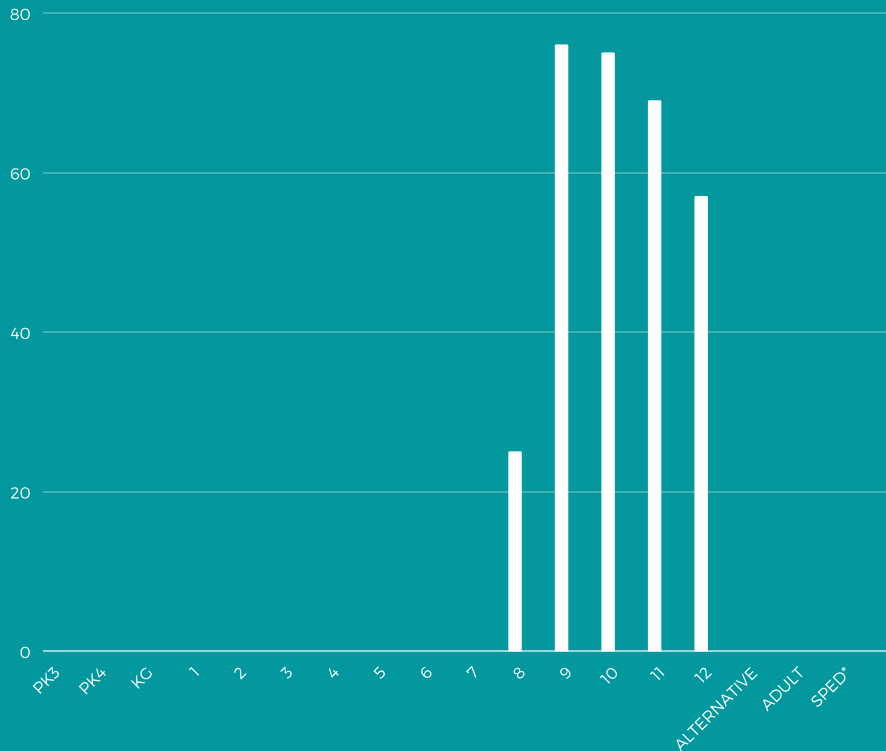


RICHARD WRIGHT PCS

APPENDIX

ENROLLMENT BY GRADE LEVEL

According to OSSE's Audited Enrollment Report



*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

FACULTY AND STAFF DATA POINTS

87.4%

TEACHER ATTRITION
RATE

21

NUMBER OF
TEACHERS

\$65,235

Average

RANGE

\$48,459

Minimum

\$75,404

Maximum

TEACHER SALARY

RICHARD WRIGHT PCS

APPENDIX

STUDENT DATA POINTS

TOTAL NUMBER OF INSTRUCTIONAL DAYS:

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

180

91.9%

IN-SEAT ATTENDANCE

PCSB

99.4%

PROMOTION RATE (LEA)

PCSB

13.2%

SUSPENSION RATE

PCSB

AVERAGE DAILY ATTENDANCE:

The SRA requires annual reports to include a school's average daily membership.

To meet this requirement, PCSB provides the following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)

100.0%

COLLEGE ACCEPTANCE RATES

PCSB (SY18-19)

0%

EXPULSION RATE

PCSB

5.6%

MIDYEAR WITHDRAWALS

(17 students)*
PCSB

35.6%

COLLEGE ADMISSION TEST SCORES

PCSB (SY18-19)

0.48%

INSTRUCTIONAL TIME LOST TO OUT-OF-SCHOOL SUSPENSION RATE

PCSB

0.0%

MIDYEAR ENTRIES

(0 student)*
PCSB

82.3%

GRADUATION RATES

PCSB (SY18-19)

RICHARD WRIGHT PCS

APPENDIX

STAFF QUALIFICATIONS AND RESPONSIBILITIES

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

BOARD MEMBERS

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

RICHARD WRIGHT PCS FY2020 BUDGET

INCOME STATEMENT
July 2019 through July 2020

Income Statement	FY20
Revenue	
State and Local Revenue	7,077,598
Federal Revenue	1,087,631
Private Grants and Donations	23,761
Earned Fees	546,611
Total Revenue	8,735,600
Expenses	3,139,178
Salaries	565,800
Benefits and Taxes	1,426
Contracted Staff	55,867
Staff-Related Costs	
Rent	1,740,291
Occupancy Service	77,939
Direct Student Expense	724,621
Office & Business Expense	715,894
Contingency	0
Total Expenses	7,021,018
Operating Income	1,714,583
Extraordinary Expenses	
Depreciation and Amortization	39,103
Interest	36,336
Total Extraordinary Expenses	75,440
Net Income	1,639,143

RICHARD WRIGHT PCS

BALANCE SHEET

BALANCE SHEET
As of June 30, 2020

Assets	Year End
Assets	
Current Assets	
Cash	2,888,038
Accounts Receivable	475,662
Other Current Assets	287,397
Intercompany Transfers	0
Total Current Assets	3,651,097
Noncurrent Assets	
Facilities, Net	9,115,374
Operating Fixed Assets, Net	89,549
Total Noncurrent Assets	9,204,923
Total Assets	12,856,020
Liabilities and Equity	Current
Liabilities and Equity	
Current Liabilities	
Accounts Payable	3,815,101
Other Current Liabilities	254,441
Accrued Salaries and Benefits	210,374
Total Current Liabilities	4,279,916
Equity	
Unrestricted Net Assets	1,372,744
Net Income	1,639,143
Temporarily Restricted Net Assets	65,581
Total Equity	3,077,468
Long-Term Liabilities	
Senior Debt	5,824,838
Other Long-Term Liabilities	(326,202)
Total Long-Term Liabilities	5,498,636
Total Liabilities and Equity	12,856,020

RICHARD WRIGHT PCS

RWPCS AT-RISK FUNDING USAGE

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

A few programs are listed below:

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

EXECUTIVE COMPENSATION

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



"REWRITING THE FUTURE, ONE STUDENT AT A TIME"