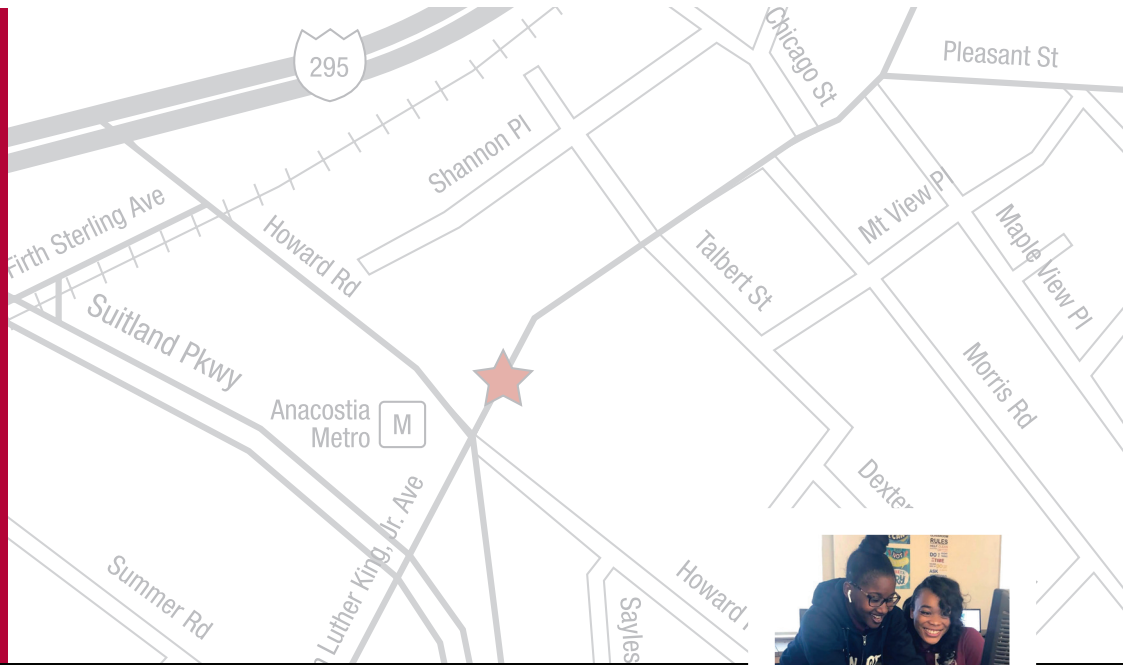




Public Charter High School



2019-20 ANNUAL REPORT

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ANNUAL REPORT NARRATIVE

EXECUTIVE SUMMARY

Thurgood Marshall Academy is a law-themed public charter high school in Washington, DC’s Ward 8, founded on US Supreme Court Justice Thurgood Marshall’s belief that all children have the right to a first-class education. Thurgood Marshall Academy’s mission is to prepare students to succeed in college and to actively engage in our democratic society. As the first and only law-related charter school in Washington, DC, the school’s goal is to help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities. The school opened in 2001 with 80 ninth-graders and added a grade each year. In 2019-20, Thurgood Marshall Academy served 385 students in grades 9-12.

To accomplish its mission, Thurgood Marshall Academy functions as both a school and youth development organization by integrating a rigorous college-preparatory curriculum with in-school and after-school support programming, such as academic tutoring, enrichment activities, a Summer Prep program for rising 9th graders, and one-on-one college guidance. To provide these supplemental programs, Thurgood Marshall Academy has developed a network of over 65 partnering organizations that provides financial and in-kind support and connects the school with over 300 volunteers. Throughout all of its academic and enrichment activities, Thurgood Marshall Academy seeks to engage parents and families with frequent communication and opportunities to support their child’s progress.

Thurgood Marshall Academy’s curriculum and instruction are designed to prepare students for the rigor of a college education. The school offers a college-preparatory curriculum rich in electives and advanced courses, but also intensive intervention since a significant proportion of its students enter the 9th grade with reading and/or math skills below grade level. Instructional planning is guided by a data-driven approach aligned to Common Core Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC).

In an extraordinary year, Thurgood Marshall Academy, in coordination with DC government agencies, private advisors, and the DC Public Charter School Board, succeeded in “pivoting” to distance learning in response to the COVID-19 pandemic. It goes without saying that the pandemic and accompanying social and economic disruptions for families impacted all aspects of academics and student life. Nevertheless, both before and after pandemic closures, Thurgood Marshall Academy’s faculty and staff, students, and community witnessed a number of accomplishments.

In 2019-20, achievements included the following:

- Continuing Thurgood Marshall Academy’s 16-year tradition, 100% of seniors in the Class of 2020 were accepted to college; including Penn State, Ohio State University, University of San Francisco, Temple University, University of Connecticut, Michigan State, and University of Rochester.
- Scholarships awarded to students in the Class of 2019 totaled over \$5.1 million. Scholarships included the Early Woods Scholars, The POSSE Foundation, and Jack Kent Cooke.
- Individual student accomplishments provide evidence that Thurgood Marshall Academy is preparing its students to succeed in college and civic life. Examples include students winning a Gold Award from MarCom Award for an anti-violence mural; four seniors being accepted

into Mikva Challenge Election In Action Fellowship; and our AP US Government class leading a 100% voter registration project and being one among 20 schools to win the When We Vote Challenge.

- The media recognized Thurgood Marshall Academy’s achievements. For topics ranging from college readiness, to student involvement in voter registration, to and our transition to distance learning in response to COVID-19 pandemic, TMA was featured in *The Washington Post*, Wiki, *NPR*, Black Enterprise Online, *D.C. Policy Center*, *WUSA9*, *Chronical of Higher Education*, and CNN.
- Thurgood Marshall Academy faculty and staff participated in public life and won accolades. Examples, such as Thurgood Marshall Academy Director of College Counseling and Alumni Programs being nominated to the NACAC (National Association for College Admission Counseling) Board of Directors.

Thurgood Marshall Academy acknowledges that DC Public Charter School Board’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

The following report provides details of how Thurgood Marshall Academy’s programs work together to prepare young people in the District of Columbia to succeed in college and beyond.

I. SCHOOL DESCRIPTION

I.A. MISSION STATEMENT

Founded on US Supreme Court Justice Thurgood Marshall’s belief that all children have the right to a first-class education, **Thurgood Marshall Academy Public Charter High School’s mission is to prepare students to succeed in college and to actively engage in our democratic society.** As the first and only law-related charter school in Washington, DC, Thurgood Marshall Academy’s goal is to help students develop their own voice by teaching them the skills lawyers have, particularly research, argumentation, critical thinking, advocacy, and negotiation.

Location and Facilities

Thurgood Marshall Academy’s campus sits on approximately one acre of land across the street from the Anacostia Metrorail station at the gateway to Historic Anacostia. The main building and adjacent gym (shared with Savoy Elementary, a District of Columbia Public School, via a unique partnership) constitute the ideal site for Thurgood Marshall Academy due to the facilities’ proximity to the homes of Thurgood Marshall Academy students and families (most of whom reside in Wards 7 and 8), as well as accessibility by Metro for the school’s approximately 300 volunteers from throughout the city.

The school provides students with one library, three science laboratories, one art room, one music room, two health/physical education classrooms, one moot courtroom, one gymnasium, one fitness room, and a computer laboratory. All classrooms have access to a wireless network, projectors with audio capabilities, and computers.

Student Characteristics

The chart below provides a snapshot of the student demographics. (The teachers and professional educating Thurgood Marshall Academy’s students are detailed in the Appendix.)

Student Characteristics Table: Thurgood Marshall Academy	
Number of students enrolled, by grade level	Grade 9: 132 Grade 10: 100 Grade 11: 86 Grade 12: <u>67</u> Total: 385 Non-public Placements (excluded above): 8
Percentage of students with special education IEPs	18%
Percentage of students categorized as At-Risk	60%
Free And Reduced Meals status	Community Eligibility Provision (CEP) school
Number of seniors taking SAT	100%
Average SAT Scores	Math: 457 Critical Reading: 474
College Acceptance Rate	100%

I.B. SCHOOL PROGRAM

Thurgood Marshall Academy's program combines a college-preparatory curriculum, targeted intervention, comprehensive enrichment and after-school activities, and a signature focus on legal skills. In March 2020, this programs and the dedicated faculty, staff, and stakeholders who support it, underpinned a successful shift to distance learning in response to the pandemic. In 2019-20, Thurgood Marshall Academy served 385 students in grades 9-12 as well as a network of approximately 720 alumni.

I.B.1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Curriculum Design

Thurgood Marshall Academy's curriculum prepares students for the rigors of a college education. Each year, the school offers a college preparatory curriculum rich in electives and advanced courses, but since students typically enter the school significantly behind in academic skills, college preparatory coursework must also be coupled with intense intervention. All of Thurgood Marshall Academy's English and math courses align to the Common Core Standards, while science classes align to the Next Generation Science Standards. Social Studies courses align with the Common Core for Literacy in Social Studies. As in previous years, subjects that do not currently have DC standards meet national standards and reflect alignment to Common Core Standards in English and math, where appropriate. The following provides an overview of the curriculum, beginning with the lower grades, where grade-level instruction is paired most significantly with intervention, moving into the upper grades, where instruction in content areas is enhanced by concentrated college preparation.

Reflecting best practices observed in years past, the 9th and 10th grade curriculum for 2019-20 included double-block scheduling for reading and math for all students. Double-block courses allowed all lower-grade students to receive both grade-level appropriate college preparatory coursework and additional support in English and math from classroom teachers. Students' needs were determined by their performance on interim assessment, teachers' content assessments, and regular progress report data. Students with advanced academic skills were challenged in honors courses.

Thurgood Marshall Academy offered additional math and reading resource support either during the school day or after school to students with skills deficits. Smaller class sizes and a peer group of students with skills at similar levels created a supportive environment for learning. In addition to academic skills, the gains that students experienced in these courses increased students' confidence and self-esteem, making it much more likely that they would also succeed in their core English and math classes.

As students rise through the grades and increase their proficiency in grade-level skills, the focus moves to intense college preparation. Students in 11th and 12th grade complete supplemental work in English classes to enhance the skills that influence college course placement. Additional college-focused coursework includes a Senior Seminar course for all seniors in which they complete all the steps of the college application process and prepare for the transition to higher education.

The school's selection of honors and Advanced Placement (AP) course offerings, its dual enrollment opportunities, and its early college access partnerships with colleges constitutes another key element of the college preparatory curriculum. Honors and AP courses, listed in the table below, offer additional options for students in all grades to challenge themselves with more advanced material in preparation for college. Thurgood Marshall Academy also offers dual enrollment opportunities that permit students to take select classes at local colleges for both high school and college credit.

Finally, the school’s curricular design integrates law-related components across the curriculum—from explicit legal courses to law projects in STEM classes. The school links that course work to after-school activities in partnership with the metropolitan Washington legal community.

The chart below illustrates how the school integrates regular, fundamental, AP, and legal course work.

Course List	Course	
English	English I English I H English II English II H	English III English IV AP English Language AP English Literature
Foreign Language	Spanish I Spanish II	Spanish III
Mathematics	Algebra I Algebra I H Geometry Geometry H Algebra II	Algebra II/Pre-Calculus H Pre-calculus Statistics AP Calculus AB
Science	AIS Biology Biology H Chemistry	Physics Environmental Science AP Computer Science Principles AP Biology
Health/PE	PE I Health	PE II
Social Studies	World History I World History I H World History II World History H	US History AP US History US Government AP US Government DC History
Art	Art I Art II	Yearbook
Music	Music Appreciation	Advanced Music
Electives	Academic Workshop Adv. Topics in SS Advanced Comp App Advanced Music African-American Studies AP Calculus AP Computer Science Principles AP Eng. Lang. Seminar Global Studies	Intro to Law Intro to Business Law Firm Lab Peer Court Reading Workshop Resource Workshop A Senior Seminar Statistics Yearbook
Technology	Computer Applications I Intro to Business Yearbook	Advanced Comp. App AP Computer Science Principles
Law	Intro to Law Peer Court	Law Firm Lab
Portfolio	Portfolio-9 Portfolio-10	Portfolio-11 Portfolio-12

Instructional Approach

Data-Driven Instruction

Thurgood Marshall Academy teachers continued to use assessments to focus lesson planning in 2019-20.

The school's assessment program for 9th and 10th grade students uses Achievement Network (ANet). ANet develops assessments that are administered quarterly and provides teachers and administrators with students' proficiency level data for ELA and math Common Core standards. Using this data, teachers are able to develop re-teaching plans and supports for the lowest performing students in upcoming units. After each interim assessment administration, half-day professional development days were scheduled to allow teachers to review and analyze student data. ANet also provides the school with comparative data for other schools within the ANet network, which allows the school to determine how TMA students are performing in ELA and math versus students within our area.

During the summer 2019 Teacher Academy, teachers received extensive training on the ANet platform. Training was also provided via professional development sessions throughout the school year. This enabled teachers to use assessment data to track individual student performance and differentiate instruction by specific subgroups of students. Teachers shared that the assessments helped them align and coordinate instruction within departments, revise instruction to meet the needs of students, and norm the quality of students' work within their departments.

As students progress, their work shifts from foundational skills and structured assessments systems to college preparatory assessments. Eleventh and twelfth grade teachers regularly employ formative assessments (i.e., quizzes, essays, and reports) to probe student comprehension and performance. This information is then used to adjust teaching plans as needed. Mid-term and final exams offer a summative assessment of total student achievement. Preparation for higher education, which often employs summative assignments and tests, becomes increasingly important as students move through upper-class coursework. The academic growth of 11th and 12th grade students is also measured through PSAT and SAT scores.

Professional Development Program

Thurgood Marshall Academy provides time for all teachers to collaborate in departments and grade levels for curricular work. The 2019-20 school year began with an intensive, two-week Teacher Academy. Teachers focused on ways to enhance the rigor of their instructional program, use best practices for supporting students with special needs, and use trauma-informed practices. Teachers learned procedures that help establish a positive and challenging instructional culture. The goal was to create a sense of community in which students feel free to express their curiosity and where both students and adults are committed to creating an atmosphere that is conducive to learning.

Another topic of Teacher Academy was race and equity. Faculty and staff members viewed recent school data, systems, and policies through an equity-focused lens and explored ways to improve student outcomes by reimagining and restructuring some of the school's systems and policies. This provided faculty and staff the opportunity to discuss best practices across departments while using data to drive decisions.

In addition, the Head of School and Associate Head of School continued to work individually with teachers throughout the 2019-20 school year to provide coaching in a collaborative manner. Both also worked with the Achievement Network team to conduct a series of instructional walkthroughs in order to further align instruction with PARCC. As a part of the Instructional Leadership Team, Department Chairs participated in bi-weekly meetings with the Head of School and Associate Head of School to align school-wide instructional practices.

I.B.2. PARENT-INVOLVEMENT EFFORTS

During the 2019-20 school year, 61% of parents attended an event at Thurgood Marshall Academy. Thurgood Marshall Academy works closely with parents and guardians to address the needs of each student.

School-Home Communications

Thurgood Marshall Academy communicates consistently with parents about their students' progress through many channels: frequent progress reports; quarterly report cards; Open Houses; newsletters; grade level and school wide emails; and Portfolio presentations, during which parents participate as members of the panel (biannually for 9th graders and annually for other students). Teachers and administrators communicate with parents on a regular basis about their child's academic and behavioral progress; every teacher commits to making approximately 15 parent contacts per month.

The school's website has a tab dedicated to parents, students, and families that provides access to information on a variety of topics, including graduation requirements, course offerings, dates of Parents of Warriors (POW) meetings, and a report card schedule. The school website also features a faculty and staff directory, including links to email addresses.

Grade-Level Parent Engagement

Parents and guardians have the opportunity to connect with grade-level Student Deans at various meetings—both formal and informal—held throughout the school year. In 2019-20, the Student Deans built relationships with parents via phone calls, emails, mailings, and in-person meetings. In particular, deans met with families of any student with either more than fifteen infractions or class failures at mid-year. These meetings provided parents with information on the specific resources Thurgood Marshall Academy offers students in every grade as well as grade-level promotion requirements.

College Access and Parental Engagement

For families with junior and senior students, the focus of grade-level workshops shifts to college. The College Access Initiative—which includes a required Senior Seminar, an SAT Prep course, college visits, scholarship programs, and financial planning workshops—serves not only students, but also their parents. Thurgood Marshall Academy's website provides another link between parents and the college application process. Parents can track their students' college applications through Naviance, an online college application tracking system that shows student progress in applying to colleges. This helps increase student-parent accountability within the family.

The college counseling team also hosts a Sophomore/Junior Parent Night in the fall that helps families and students understand the college application process. Parents are invited to attend all after-school college counseling workshops during the school year, which includes college application help days, scholarship application help events, the school's annual College Fair, the annual College Acceptance Ceremony, and the Senior/Parent event, an annual celebration of the accomplishments of the graduating class.

School-Wide Parent Workshops

Thurgood Marshall Academy's Parents of Warriors (POW), supported by designated school staff, holds meetings roughly quarterly and hosts a variety of social and informative events. In 2019-20, the POW meetings consisted of 11 parent led activities. POW organized a calendar of diverse events, including parent meetings, game night, college help, portfolio assistance, and parent share outs.

A series of Parent Workshops helped parents and families gain a deeper understanding of Thurgood Marshall Academy's academic program, available resources, and events that take place at the school each year. They also offered an opportunity for families to interact with each other and faculty outside of academics. This list below provides a detailed outline of the workshops that took place during the 2019-20 school year.

1. *Parent Orientation (August 2019)*: Thurgood Marshall Academy hosted an event that informed parents/guardians about the number of ways in which they can serve the school and their student throughout the school year. During the meeting, parents were introduced to Parent of Warriors (POW) and parent involvement activities.
2. *Parent Meeting (September 2019)*: POW gathered families in an effort to keep them excited, engaged and informed throughout the school year.
3. *How to Help Your Succeed (November 2019)*: Thurgood Marshall Academy dedicated this workshop to sharing how parents can help their students succeed academically. The workshop covered organization tools, resources available at the school, and more.
4. *Portfolio Prep Party (December 2019)*: Portfolio, a year-long, cross-curricular program, is one of Thurgood Marshall Academy's signature programs and a graduation requirement for all students. The school dedicated a workshop to the topic of Portfolio because it is such a prominent part of students' academic experience throughout all four grades, and because parents have the opportunity to attend their child's presentations. The workshop helped parents understand the portfolio process better, and shared strategies that parents could use to assist students in the process of preparing Portfolio projects and presentations. For more details about Portfolio, please see section II.A.I (Achievement of Mission–Key Mission Related Programs).
5. *Dinner and Data (February 2020)*: Families gathered to better understand educational data.

I.B.3 COVID-19 PANDEMIC RESPONSE

Thurgood Marshall Academy responded to the COVID-19 pandemic school closure by swiftly adapting existing resources to distance learning while assessing and planning for the future.

For several years, Thurgood Marshall Academy has provided Chromebooks to students in their classrooms. When schools closed for in-person learning in March 2020, the school sent these resources home with any student who lacked a computer at home. The school also worked with its existing cellular provider to secure hotspots (MiFi devices) for students lacking Internet connectivity. Finally, students and teachers had already received training on and become accustomed to using Google Education Suite for instruction and email for communications. Teachers proceeded to use Google Meet and the Google Education Suite tools to deliver a mixture of group and independent learning.

It quickly became clear that local and national assessments would not take place due to the pandemic. Notwithstanding, Thurgood Marshall Academy persevered with its fundamental missions. Teachers continued to assess students through in-class projects and exams. Special Education staff, administrators, and counselors worked to ensure delivery of service to students with disabilities, English language learners, and students experiencing trauma. The college counseling team worked to ensure college admissions and financial aid despite the pandemic. The Programs department adapted by moving after-school enrichment programs to the virtual platforms (Zoom or Google Meets) so that offerings (described elsewhere) such as Homework Help, clubs, and law-related programming could meet virtually. Indeed, our virtual Programs achieved successes such as a vibrant Howard Law Day.

While implementing distance learning, the school community engaged in near-and-long-term planning. The school reached out to the student and parent communities via Google Forms to assess expectations and needs. Faculty and staff members were organized into Distance Learning Planning sub-committees to plan for issues including continued remote delivery of instruction, service to students with disabilities, assessment, and addressing learning loss. The TMA Board and senior leadership planned also for reopening models, including hybrid learning (some remote and some in person).

Responding to DC Department of Health and OSSE guidance, the school made improvements to the HVAC system, organized desks to promote social distancing, purchased personal protective equipment (PPE), and otherwise prepared for limited in-person learning. The school made additional investments in student technology, seeking to provide a school-formatted Chromebook to each student. Similarly, academic leadership identified tools for 2020-21 that would enhance distance learning, meshing existing online resources (such as the ANet interim assessment system) with new instructional tool such as the Canvas online class portal and Zoom.

Both in the immediate response to pandemic closures in Spring 2020 and in planning for the future, the school's Board, leadership, and employees have focused on frequent communication and judicious planning to recognize that each group of stakeholders (students, parents, teachers, administrators, extended families, and the general community) faces unique stresses and risks, has multiple and unique needs, and can strengthen the process through diverse perspectives.

II. SCHOOL PERFORMANCE

II.A. PERFORMANCE AND PROGRESS

II.A.1. ACHIEVEMENT OF MISSION

Thurgood Marshall Academy's mission, to prepare students to succeed in college and to actively engage in our democratic society, is at the core of all school programming. Students engage in a rigorous, college prep curriculum coupled with intensive college and alumni programming while undertaking in-school and out-of-school-time activities with the legal community. Additionally, through community service, job shadow days, field trips, and speaker engagements, students directly engage their community and the larger democratic society. Though much performance data were not collected in DC due to the pandemic, metrics such as college acceptance rates demonstrate that the school's program and design achieve this mission, and details of key mission-related programs provide qualitative evidence of the school's mission-driven approach.

PARCC Scores

In response to the COVID-19 pandemic, the PARCC test was not administered in the District of Columbia for school-year 2019-20.

Early College Access Opportunities to Earn College Credit

Advance Placement and Dual-Enrollment opportunities expanded students' exposure to rigorous early college programming. Research suggests students learn more and are better prepared for college after taking an AP course, even if they do not earn college credit via an AP exam. Thurgood Marshall Academy also maintained a dual-enrollment partnership with the University of the District of Columbia CARE program that offered students an opportunity to enroll in college courses to receive dual high school and college

credit. Thus, participating students are exceptionally prepared for the academic rigors, independence, and critical thinking required in college-level coursework.

SAT Results

This year, 100% of seniors took the SAT exam. The school's average SAT score for the members of the Class of 2020 was 931 (457 Math; 474 Evidence Based Reading & Writing).

College Acceptance and Alumni Achievement

As the school year drew to a close, this year's graduates once again proved that Thurgood Marshall Academy is making significant strides in fulfilling its mission as a college preparatory institution: 100% of the members of the Class of 2020 were admitted to college. Of the graduates of the Class of 2019, 81% enrolled in a college or university within the past year.

Key Mission-Related Programs

The mission of Thurgood Marshall Academy is to prepare students to succeed in college and to actively engage in our democratic society. The school achieves its mission through a rigorous, college-preparatory curriculum that provides intensive intervention coupled with standards-aligned, college-focused coursework. In tandem with its curriculum, Thurgood Marshall Academy provides focused, effective programs and policies that prepare students to apply to, be admitted to, pay for, and succeed in college. Furthermore, in-school and out-of-school programming available to all students focuses on strengthening extracurricular interests and involving students with their wider communities. Key components of the school's mission-focused approach, detailed below, include: the College Access Initiative, Alumni program, Law-Related programs, Portfolio, After-School Enrichment Programs, Community Service, and Summer Prep.

College Access Initiative

Thurgood Marshall Academy's College Access Initiative plays a central role in achieving the school's mission.

Members of the Class of 2020 received focused guidance through the college research, application, and enrollment process through their participation in Senior Seminar, a required, year-long class taught by the College Counseling team. The curriculum walks students through the process of completing college applications, drafting college and scholarship essays, and preparing for the transition to college life. To complement the content of Senior Seminar, the College Counseling Department also organized on-site events related to college access and success. A series of college application and financial aid help sessions brought together students and families, staff, and community volunteers to help seniors gather documents and complete all necessary requirements for the college process.

College Counseling also provided opportunities for on-site admissions sessions which had a positive impact on the student body as a whole as peers across all grade levels shared in the excitement of the students' college acceptances.

Seniors also had several opportunities to meet with college representatives during the school day and on school grounds for informal information sessions. This year, representatives from approximately 85 different colleges and universities connected directly with Thurgood Marshall Academy students by conducting in-person and virtual on-site information sessions and mock interviews to illustrate the expectations of the application process.

All graduates were accepted to one or more college (a list appears later in this report). Furthermore, the College Counseling Department focuses on securing financial aid and scholarships so that students can attend and succeed in college. Finally, the department extends preparation for college to beyond the senior class and beyond the student body.

Alumni Program

Thurgood Marshall Academy's College Counseling services impact over 720 young adults in the school's alumni network. The Alumni Program supports graduates by providing essential post-graduation aid in the form of transitional, social-emotional, and financial resources. The program assists alumni in accessing resources at their universities and provides college and financial aid counseling both to college-enrolled alumni and to alumni who are planning to reengage into college or other post-secondary options.

The College & Alumni Counselor oversees Thurgood Marshall Academy's Alumni Emergency Fund, which provides gap funding to alumni who are enrolled in college. The fund ensures that alumni, who are primarily from low-income households, are able to cover unexpected college-related expenses, such as books, travel, and housing deposits. In 2019-20, the Alumni Fund distributed more than \$14,700 for such expenses, contributing to continued college persistence and graduation rates among Thurgood Marshall Academy graduates. The Alumni Program and College Associate also organized special events, including alumni panels, and alumni visits to colleges and universities throughout the country.

Among the small fraction of alumni who have not enrolled in college, many graduates have gone on to pursue careers in public service by enrolling in the US Coast Guard, US Navy, US Army, or police and firefighter academies—careers that require additional professional training and that reflect the service ethic in Thurgood Marshall Academy's mission statement.

The Alumni Program Manager maintains a database of information on each graduate, including a contact log, and Thurgood Marshall Academy continues to work to better understand the key factors involved in students' college retention.

Law-Related Programming

As a law-themed school, Thurgood Marshall Academy continues to develop and refine the integration of law in the curriculum and into after school programming. In 2019-20, students were required to include one law-related project in their Portfolio and, during the Portfolio presentation itself, to demonstrate how they incorporated the legal skills into their class work. All students participated in at least one of the law-related programs, which are detailed below, either in-class or after school.

Integration into Academics

At each grade level, students are required to complete a law-related project through their core history course, in which they show that they have employed at least one of Thurgood Marshall Academy's five law skills (Advocacy, Argumentation, Critical Thinking, Negotiation, and Research). In grades 9-11, students participate in mock trials and write legal briefs based on actual case law, such as the Amistad case, the Limber Hospital Case, or the Lieutenant Calley Supreme Court case. Seniors enroll in either US Government or AP US Government and Politics, in which they participate in either an issues-to-action project or write letters to advocate about an issue, such as women's rights. In the upper grades, students continue to experience law programming in their coursework. Students enrolled in Introduction to Law learn the basic tenets of the American legal system, their implementation, and their effect on everyday life. Students also have the option to enroll in Street Law, an intensive course that gives students a practical understanding of law and the legal system and culminates in a District-wide Mock Trial Tournament.

Peer Court & Restorative Justice

Peer Court epitomizes Thurgood Marshall Academy's integration of its legal theme with its mission to foster both intellectual and civic engagement. Peer Court is a full year course in which students learn about laws related to behavior in schools (e.g. protected speech, search and seizure, suspension and expulsion, etc.) and alternative discipline practices.

Students enrolled in the course also serve as a court for peers involved in disciplinary infractions. The court meets to allow student peers to hear some discipline matters and assign restorative consequences as alternatives to suspension and expulsion. The class works in coordination with the Office of Student Affairs to assign and monitor consequences.

Peer Court forms a part of Thurgood Marshall Academy's implementation of restorative justice practices, an educational and civics approach that seeks to replace, whenever possible, suspension or expulsion with reflection and consequences that reintegrate students into the school community. Restorative justice in turn is a component in the school's response to often complex behavioral deficits faced by students. Other facets, including community conferencing, bring teachers and students together to talk about difference and appreciate the context for those differences, and bring to bear school resources, including intensive and focused mental health and social-work services.

Overall, the approach aims to educate students facing behavioral barriers in how to learn, and to do so in a way that minimizes learning loss and enhances communication among students and school staff. The approach shows promises in reducing suspensions, expulsions, and disciplinary issues.

Law Day

Law Days provide Thurgood Marshall Academy 9th graders their first formal exposure to the world of law. In 2019-20, Latham & Watkins LLP, Foley Lardner LLP, and Hogan Lovells US LLP (and Wiley Rein LLP during Summer Prep) hosted and taught six workshops to all 9th graders. Law Day introduces students to specific cases or legal issues and explores the history and underlying legal principles involved. Each law firm organizes legal seminars for Thurgood Marshall Academy students in their downtown offices. During Law Day, volunteer attorneys lead workshops on topics including advocacy, discrimination, individual rights, negotiation and civil trials. Participating in Law Day workshops helps students develop analytical thinking and public speaking skills, while supporting an appreciation for democratic values.

Howard Law Academy

Thurgood Marshall Academy and Howard University School of Law partnered in 2019-20 to provide half-day programming created to encourage tenth grade students to see how law is present in their everyday lives. Twice each semester, students travel to Howard University's School of Law campus to engage in programming taught by law students and professors. In addition to teaching civic engagement, the program helps interested students understand the requirements and steps needed to transition from an undergraduate institution to a job at a law firm.

Law Firm Tutoring

Thurgood Marshall Academy's distinctive Law Firm Tutoring program acquaints students with both a professional work environment and with individuals who have succeeded personally and professionally by completing higher education. Every other Tuesday during the school year, 11th graders travel from the school to one of several downtown law firms, where legal professionals provide one-on-one tutoring and mentoring. The firms donate their time, meals, and transportation. In 2019-20, 100% of 11th graders

participated in the program. Law Firm Tutoring also included several college-related projects, such as SAT/PSAT writing, scholarship searches, college research, personal statement writing and resume writing.

In 2019-20, Thurgood Marshall Academy partnered with the following firms for Law Firm Tutoring:

- Arnold & Porter LLP
- Crowell & Moring LLP
- Jenner & Block LLP
- King & Spalding LLP
- Vinson & Elkins LLP
- Williams & Connolly LLP

Portfolio Assessments

Each year students give—and are graded on—formal presentations of their Portfolios before a panel of faculty, staff, administrators, parents, and other students. Portfolio presentations require that students account for their performance in the classroom and as citizens of the Thurgood Marshall Academy community, from providing details about academic projects to discussing disciplinary violations. When asked which components of their Thurgood Marshall Academy education have best prepared them for college, many graduates point to the value of the Portfolio Assessment Program.

In 2019-20, Thurgood Marshall Academy students continued to develop interpersonal, public speaking, and academic skills through the Portfolio Assessment Program. Building a Portfolio is a year-long process that reinforces the study habits that lead to academic excellence. The program requires all Thurgood Marshall Academy students to set measurable goals for academic and civic achievement and to hold themselves responsible for living up to high expectations. Each student compiles a record of his or her academic work, behavioral performance, and community service and prepares special academic projects in core subjects for inclusion in her or his Portfolio. Under teacher supervision, students use rubrics to measure, analyze, and reflect upon their performance throughout the school year.

An exercise in public speaking, Portfolio presentations call for students to demonstrate rhetorical fluency and the ability to think on their feet, helping to fulfill the school’s mission to equip students with the skills they need to advocate for themselves and their communities. Portfolio goals, projects, and presentations become increasingly complex each academic year as students’ skills become more sophisticated and their interests more varied.

After-School Enrichment Program

Thurgood Marshall Academy’s after school enrichment activities serve as an extension of the classroom, offering a unique learning arena in which the school’s educational ideals are advanced and encouraged. Four full-time staff members administer supplemental programs, working with teachers and staff members to ensure that activities link to the school day and offer distinctive opportunities for student enrichment. Ninety-one percent of students participated in after-school programs during 2019-20.

Following are descriptions of the key enrichment programs that Thurgood Marshall Academy offered students in 2019-20:

After school “Homework Help” Tutoring

The after-school Homework Help Program, held most days in the library, allowed students in all grade levels to receive personalized tutoring, as well as access to online resources during computer lab sessions. As in years past, Homework Help drew tutors from Thurgood Marshall Academy teachers. With faculty advisors providing a connection to the school day, and the addition of healthy snacks for participants, the program has risen in popularity in recent years. The Programs Department continued to work with teachers, Deans and social workers to target students who were under-performing, and strongly encouraged those who were on Academic Probation to attend these tutoring sessions.

Athletics

At Thurgood Marshall Academy, athletics promote student character development by stressing values of participation, ethical competition, and teamwork. In 2019-20, Thurgood Marshall Academy offered co-ed flag football, girls volleyball, boys and girls basketball, cheerleading, and co-ed track and field.

Student athletes are encouraged to apply academic performance to their passion for sports. All students participating in the athletic program must maintain a minimum GPA, and to ensure that student-athletes’ academic performance remained a primary focus, during 2019-20 one staff member’s duties included serving as a Study Hall Monitor. These sessions help students with tracking grades, arranging tutoring sessions, and working with teachers to improve academic performance.

The program also enjoyed competitive success in 2019-20, with our Junior Varsity Boys Basketball Team becoming District Champions, Varsity Boys Basketball Team becoming PCSAA Champions, one athlete winning Player of the Year, and two coaches winning Coach of the Year.

Clubs

Thurgood Marshall Academy’s clubs encourage students’ personal development, provide opportunities to build leadership skills, and connect students with their communities. Club offerings covered a range of interests such as Wilderness Club, Green Club, Student Government, and Pathways2Power (a student-led advocacy group that engages in conversations about mental health, violence prevention, and school safety).

Civil Rights Field Trip

In 2019, Thurgood Marshall Academy’s Programs Department and Social Studies Department initiated a new field trip focusing on Civil Rights in the South. Students selected for the trip spent their spring break journeying through several cities that were instrumental to the Civil Rights Movement. At each site, students met prominent civil rights leaders, activists, and historians, and visited landmarks that brought their classroom history lessons to life. In 2020, Thurgood Marshall Academy partnered with IDEA Public Charter High School to bring this impactful program to a broader number of students.

Community Service

Thurgood Marshall Academy’s diverse community service initiatives play a vital role in helping students become active participants in our democratic society. All students are required to meet grade-level community service requirements in order to be promoted: 9th grade students complete a total of 20 hours of service; 10th grade students complete an additional 20 hours of community service; 11th grade students complete another 30 hours; and seniors are required to fulfill an additional 30 hours, for a cumulative total of 100 hours during their high school careers. Following are some of the community service programs and activities in which students have participated.

Summer Prep Program

At the end of its first school year, Thurgood Marshall Academy administrators and faculty recognized the need to prepare incoming students for the academic and behavioral expectations of a college preparatory high school. Moreover, students needed extended instruction to prevent summer learning loss.

Summer Prep was created to provide incoming 9th grade students as well as 10th grade transfer students with an introduction to the academic and behavioral demands of a college preparatory high school. Computer classes and cultural and athletic enrichment activities further broaden the experiences and skills of incoming students. In 2020, this program operated fully virtual and continued to provide students with bridging support to transition to Thurgood Marshall Academy's rigor academic structure.

II.A.2. ACHIEVEMENT OF GOALS IN CHARTER

Thurgood Marshall Academy's charter incorporates goals by which the school measures its performance. DC Public Charter School Board did not collect goals attainment data for schools in 2019-20 due to the pandemic, but DC PCSB has requested that schools report on the goals they are able to measure. Each section below states whether a particular goal is measurable in 2019-20 along with relevant information. **Thurgood Marshall Academy acknowledges that DC Public Charter School Board's review and publication of this annual report does not imply concurrence or disagreement with the content herein.**

Goal 1: Student Achievement-Math

In four of five years, for each five-year window for the next fifteen-year cycle, each campus will meet both of the following targets in mathematics.

The percent of students earning a level 4 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 4 or above.

The percent of students earning a level 3 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 3 or above.

This goal cannot be measured for SY 2019-20 as state standardized tests were not administered due to the pandemic. Thurgood Marshall Academy used interim assessment systems to assess student progress and adjust instruction accordingly in working toward this goal.

Goal 2: Student Achievement- English Language Arts

In four of five years, for each five-year window for the next fifteen-year cycle, each campus will meet both of the following targets in English Language Arts (ELA).

The percent of students earning a level 4 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 4 or above.

The percent of students earning a level 3 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 3 or above.

This goal cannot be measured for SY 2019-20 as state standardized tests were not administered due to the pandemic. Thurgood Marshall Academy used interim assessment systems to assess student progress and adjust instruction accordingly in working toward this goal.

Goal 3: Student Growth

The average student growth on the state student growth measures at Thurgood Marshall Academy PCS in English will exceed the state average on the state student growth measure for high schools. Growth shall be measured from 8th grade to high school using state mandated summative assessments.

The average student growth on the state student growth measure at Thurgood Marshall Academy PCS in mathematics will exceed the state average on the state student growth measure for high schools. Growth shall be measured from 8th grade to high school using state mandated summative assessments.

This goal cannot be measured for SY 2019-20 as state standardized tests were not administered due to the pandemic, and no other city-wide growth metric data is available. Thurgood Marshall Academy used interim assessment systems to assess student progress and adjust instruction accordingly in working toward this goal.

Goal 4: Graduation

The school's 4-year Adjusted Cohort Graduation rate will exceed the state 4-year Adjusted Cohort Graduation rate.

The school's 5-year Adjusted Cohort Graduation rate will exceed the state 5-year Adjusted Cohort Graduation rate.

The school's current projected August 2020 graduation rate is 75.9%, and the projected 5-year graduation rate is 87.50%. No information is yet available for the state average, but given historical data, Thurgood Marshall Academy expects it will outperform the state average.

Based on data available at the time of publication, the school projects it will meet this goal for 2020.

Goal 5: College

90% of graduates are accepted to a college each year, following the business rules in the latest Performance Management Framework Policy and Technical Guide for the High School PMF each year.

100% of the students in the class of 2020 were accepted to a two or four-year college.

The school successfully met this goal.

Goal 6: Alumni

80% of alumni will enroll in college within one-year of graduating from high school as reported by the National Student Clearinghouse and supplemented through follow-up surveys administered to students and information received by the school for the administration of its Alumni Fund.

81% of the class of 2019 enrolled within one year of graduating.

The school met this goal for the Class of 2019.

Goal 7: Law

85% of students will participate in a law-related activity outside of the classroom each year. Activities will include, but are not limited to: law day, law firm tutoring, law courses, including Government, field trips and participation in law-themed events. The goal will be tracked through attendance used for reporting to third-party funders, enrollment documents, field trip attendance and sign-in sheets from law-themed events.

In 2019-20, 99.2% of students participated in a law-related activity outside of the classroom, including but not limited to Law Day; Howard Law Academy; Law Firm Tutoring; the Civil Rights Trip; providing testimony before the D.C. Council; and participating in the Soapbox Challenge sponsored by the Mikva Challenge.

The school successfully met this goal.

Goal 8: Attendance

The school's annual in-seat attendance rate will exceed the state average for high school students.

In 2019-20 the school had an in-seat attendance rate of 92.3%.

The goal cannot be measured in the absence of comparative data, but the school's rate has historically exceeded state averages.

II.B. UNIQUE ACCOMPLISHMENTS

In 2019-20, 100% of the graduates from the Class of 2019 were accepted to a least one college, a testament to the success of the school's rigorous college-preparatory curriculum. Students also earned prestigious competitive university scholarships, gained admission to selective college-preparatory summer programs, participated in innovative, cross-curricular arts projects, and experienced success in athletic completion. As detailed below, a variety of individual student and faculty achievements, school-wide events, and public accolades further illustrate that Thurgood Marshall Academy achieves its college-preparatory mission.

Student Achievements

Accomplishments by students in 2019-20 demonstrate the school's integration of academic rigor and civic engagement:

- The Class of 2020 was awarded scholarships totaling more than \$5.1 million from organizations including the Earl Woods Scholars, Jack Kent Cooke and The POSSE Foundation as well as support from numerous colleges.
- Thurgood Marshall Academy was one of 20 schools nationwide selected by the nonpartisan nonprofit When We All Vote for a national Prom-athon virtual event hosted by Michele Obama and Jenna Bush Hager. The Class of 2020 won the opportunity by registering 100% of the class to vote.
- Four students participated in the 2020 Presidential Forum on Gun Violence in Las Vegas, and four others were accepted into the Mikva Challenge Election In Action Fellowship, through which they worked with students from across the city on issues around the 2020 election.
- A mural highlighting issues of gun violence planned and commissioned by Thurgood Marshall Academy's Pathways2Power club won the prestigious MarCom Gold Award.

- Several Thurgood Marshall Academy students won prizes during the city-wide History Day contest, including 1st-place in individual-performance and group-documentary categories (each of which earned a spot in the national competition).
- Consistent with Thurgood Marshall Academy’s law and civics focus, four students represented the school at the Princeton Model Congress.
- Members of the Pathways2Power club introduced DCPS's chancellor during the kickoff of the 'Safe Spots' Pilot Program.

College Acceptance

Every member of Thurgood Marshall Academy’s graduating classes since 2005 has been accepted to at least one two-year or four-year college or university, and nearly every graduate received some form of financial assistance to defray the cost of higher education. College enrollment and persistence by the school’s graduates are also significant, particularly in the context of the low percentage of college graduates in the under-resourced area where the school and most of its students are located.

Thurgood Marshall Academy’s Class of 2020 graduates were accepted to the following schools:

- | | |
|------------------------------------|---|
| • Albany State University | • Guildford College |
| • Albright College | • Guilford College |
| • Allegany College of Maryland | • Hampton University |
| • Allegheny College | • Harrisburg University of Science & Technology |
| • Amherst College | • Hood College |
| • Arkansas Baptist College | • Indiana Institute of Technology |
| • Bard College | • Johnson & Wales University (Charlotte) |
| • Barry University | • Johnson C. Smith University |
| • Barton College | • Juniata College |
| • Bowie State University | • Kentucky State University |
| • Brandeis University | • Langston University |
| • Bucknell University | • Lincoln University |
| • Catholic University of America | • Livingstone College |
| • Clark Atlanta University | • Marshall University |
| • Colorado State University-Pueblo | • Mary Baldwin University |
| • Columbia College Chicago | • Miami University-Oxford |
| • Coppin State University | • Montgomery College |
| • Cornell University | • Morgan State University |
| • Dartmouth College | • Mount St. Mary's University - Maryland |
| • Delaware State University | • Norfolk State University |
| • Dickinson College | • North Carolina A & T State University |
| • Elon University | • North Carolina Central University |
| • Emerson College | • Northern Virginia Community College |
| • Fayetteville State University | • Occidental College |
| • Ferrum College | • Old Dominion University |
| • Florida A&M University | • Pennsylvania State University |
| • Frostburg State University | • Point Park University |
| • George Mason University | • Pomona College |
| • Georgia State University | • Prince George's Community College |
| • Glenville State College | • Radford University |
| • Goucher College | |

- Saint Augustine's University
- School of the Art Institute of Chicago
- Shepherd University
- Southern Connecticut State University
- St. John's College
- SUNY College at Cortland
- Susquehanna University
- Temple University
- The American University of Paris
- The New School
- Trinity University
- Trinity Washington University
- Tufts University
- Tuskegee University
- University of Louisville
- University of Maryland Eastern Shore
- University of Massachusetts-Lowell
- University of the District of Columbia
- Virginia Commonwealth University
- Virginia State University
- Virginia Union University
- Voorhees College
- Washington College
- Wesley College
- West Virginia State University
- Wingate University
- Winston-Salem State University
- York College of Pennsylvania

Faculty Presentations and Accomplishments

TMA has an exemplary faculty and staff that strives for excellence. A few examples of public recognition and participation by Thurgood Marshall Academy's faculty and staff showcase the qualification and dedication of the school's employees:

- Social Studies Teacher Karen Lee was named to the DC State Board of Education Social Studies Standards Advisory Committee that will help revise DC social studies standards.
- Director of College & Alumni Programs Sanjay Mitchell was elected to the Board of Directors of the National Association for College Admissions Counseling, one of few (if not the first) charter school counselors named to the associations governing body.
- Development Director Giselle Pole shared Thurgood Marshall Academy best practices on "Finding New Donors and Retaining Them" at the FOCUS DC Charter Schools Conference.

Media & Civic Recognition

Highlights of media and civic recognition include the following:

- *All Things Considered* included Director of College & Alumni Programs Sanjay Mitchell in a panel discussing the pandemic's impact on youth and college.
- *The Chronicle of Higher Education* profiled Mr. Mitchell, detailing his and the school's efforts to connect students to college during pandemic closures.
- *Jr. Scholastic* featured a Thurgood Marshall Academy Pathways2Power club student in a story examining youth and gun violence.
- National Public Radio and WAMU each ran profiles of Thurgood Marshall Academy's students preparing for college during pandemic closures.
- WUSA9 interviewed Thurgood Marshall Academy Executive Director Raymond Weeden regarding options for reopening schools during recover from the pandemic.

Community Support & Partnerships

Thurgood Marshall Academy recognizes that building strong relationships with outside entities is essential to the school's success, and the school is proud of the partnerships it has developed throughout the District

of Columbia. Thurgood Marshall Academy has developed particularly strong relationships with several District law firms that offer significant monetary and in-kind donations, as well as dozens of volunteers who work directly with students. In general, as highlighted below indicate, the school maintains a network of over 62 partner organizations and more than 300 individual volunteers.

II.C. LIST OF DONORS

Thurgood Marshall Academy raises roughly \$5,000 per student more than it receives in guaranteed local public finding; it does so to ensure that students have the in-class and youth development services they need to succeed in college and engage actively in our democratic society. The school's Development Department spearheads fundraising activities to ensure that Thurgood Marshall Academy can sustain and grow these wrap-around services. Below is a list of the donors and grantors who have contributed monetary donations having a value equal or exceeding \$500 during the year reported.

- The Andrew and Julie Klingenstein Family Fund
- Arnold & Porter LLP
- Kevin and Stacy Baker
- Bruce Berman
- Christ City Church
- Crowell & Moring Foundation
- Lee Davis
- Jacqueline Denning
- MorganDunn
- Jerry Epstein
- Michele Farquhar
- Michael and Marilyn Glosserman
- Graham Holdings Company
- Mark Harrison
- Jocelyn Henderson
- Hogan Lovells US LLP
- Inspire Charter Schools
- Kenneth Jones
- J. Andrew Keyes
- Matthew Klein
- Michelle Lanier
- Latham & Watkins, LLP
- Valerie Lee
- Karen Lee
- Eleanor RobertsLewis
- Miller & Chevalier Charitable Foundation
- Stephen Milliken
- Thomas Newkirk
- Vee Nguyen
- Mary Panetta
- Alexandra Pardo
- Malcolm Peabody
- Richard Pohlman
- Andrew and Jenny Rosenberg
- Brian Roth
- The Schlossman Families
- Kannon and Vicki Shanmugam
- Jessica Sher
- Jonathan T. Stoel & Emily R. Lindow
- Robert Van Kirk
- Allen Waxman
- Beatrice and Anthony Welters

CONCLUSION

To meet the significant needs of its students, Thurgood Marshall Academy remains firmly committed to seeking and implementing proven research-based best practices. Thurgood Marshall Academy will continue to use data as a basis for decision-making and also seek to understand the challenges facing its students, all in support of the school's mission: to prepare students to succeed in college and to actively engage in our democratic society.

Evidence that the school succeeds at its core mission as a college-preparatory school appears in its record of student academic preparation and success: 100% college acceptance among graduates, more than \$5

million in scholarships in 2019-20, and high college enrollment among members of the Class of 2019. Finally, Thurgood Marshall Academy seeks to prepare students to become advocates for themselves and their communities. Its law-related instruction and programming along with its network of more than 65 partnering organizations and 300 volunteers—including numerous representatives of DC area law firms—as well as student advocacy by its students within and beyond the school walls demonstrate the significant opportunities available for Thurgood Marshall Academy students to grow personally and engage in the Washington, DC, community.

DATA REPORT

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

SY 2019-20 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Thurgood Marshall Academy PCS
PCSB	Campus Name: Thurgood Marshall Academy PCS
PCSB	Grades served: 9 – 12
PCSB	Overall Audited Enrollment: 385

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	132	100	86	67	0	0	0

**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.*

Student Data Points

School	Total number of instructional days: 170 ¹ <i>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</i>
PCSB	Suspension Rate: 10.9% <i>(Number of students with out of school suspension and in the school's 2019 audit divided by number of students in the Oct. 2019 audit) multiplied by 100</i>
PCSB	Expulsion Rate: 0.78% <i>(Number of students expelled and in the school's 2019 audit divided by number of students in the Oct. 2019 audit) multiplied by 100</i>
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.39% <i>(sum of all suspension days for all students due to out of school suspensions divided by sum of enrollment days for all students for the SY 2019 – 20 school year) multiplied by 100</i>
PCSB	In-Seat Attendance: 92.3% * <i>(sum of all days for which students were present for 80% of the day divided by sum of enrollment days for all students for the SY 2019 – 20 school year) multiplied by 100</i>

¹ DC Public Charter School Board granted Thurgood Marshall Academy a waiver to the 180-instructional-days standard because hours of instruction still surpasses the DC minimum.

PCSB	<p>Average Daily Attendance: The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	<p>Midyear Withdrawals: 4.9% (19 students) *</p> $\frac{\text{number of students in the Oct. 2019 audit count who are not on the school’s roster through May 31, 2020}}{\text{number of students enrolled as of Oct 2019 audit}} \times 100$
PCSB	<p>Midyear Entries: 0.0% (0 student)*</p> $\frac{\text{number of students who enroll after Oct. 2019 audit and remained enrolled through May 31, 2020}}{\text{number of students enrolled as of Oct. 2019 audit}} \times 100$
PCSB	<p>Promotion Rate: 91.7% <i>(number of students who advanced ≥ 1 grade level in the LEA based on the grade level in the Oct. 2018 and Oct. 2019 audited enrollment files</i> divided by number of returning students enrolled as of Oct. 2019 audit) multiplied by 100</p>
PCSB (SY18-19)	<p>College Acceptance Rates: 100.0% <i>(number of grade 12 students accepted to a full time college or university</i> divided by number of graduates) multiplied by 100</p>
PCSB (SY18-19)	<p>College Admission Test Scores: 66.7% <i>(number of grade 12 students scoring at least 800 on SAT or at least 16 on ACT</i> divided by number of grade 12 students) multiplied by 100</p>
PCSB (SY18-19)	<p>Graduation Rates: 75.9% <i>(number of students in cohort who graduated by June or August 2019 with a standard diploma</i> divided by number of first-time grade 9 students in fall 2015 plus transfers in less transfers out less emigrants less students who pass away) multiplied by 100</p>

*Notes from the DC Public Charter School Board:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE’s SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Un-validated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Faculty and Staff Data Points

School	<p>Teacher Attrition Rate: 2.8% (1 of 36 teachers) <i>(number of teachers retired/resigned/outplaced between October 5, 2019, and first day of school in 2020 divided by number of teachers employed as of October 5, 2019) multiplied by 100</i></p>																								
School	<p>Number of Teachers: 36 (as of 10/5/2019; 38 by 6/30/2020 per mid-year hires) “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>																								
School	<p>Teacher Salary 1. Average: \$76,541 2. Range -- Minimum: \$55,763 Maximum: \$100,199</p>																								
School	<p>Executive Salaries Salaries of the five most highly-compensated individuals in the organization, if over \$100,000 for SY19-20.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Last</th> <th style="width: 20%;">First</th> <th style="width: 40%;">Title</th> <th style="width: 20%;">FY19 Salary</th> </tr> </thead> <tbody> <tr> <td>Weeden</td> <td>Raymond</td> <td>Executive Director</td> <td style="text-align: right;">\$170,000</td> </tr> <tr> <td>Zaki</td> <td>Abdullah</td> <td>Head of School</td> <td style="text-align: right;">\$139,050</td> </tr> <tr> <td>Schlossman</td> <td>David</td> <td>Chief Operating Officer</td> <td style="text-align: right;">\$129,079</td> </tr> <tr> <td>Pole</td> <td>Giselle</td> <td>Director of Development</td> <td style="text-align: right;">\$103,338</td> </tr> <tr> <td>Allen</td> <td>Tara</td> <td>Math Teacher</td> <td style="text-align: right;">\$100,199</td> </tr> </tbody> </table>	Last	First	Title	FY19 Salary	Weeden	Raymond	Executive Director	\$170,000	Zaki	Abdullah	Head of School	\$139,050	Schlossman	David	Chief Operating Officer	\$129,079	Pole	Giselle	Director of Development	\$103,338	Allen	Tara	Math Teacher	\$100,199
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Allen	Tara	Math Teacher	\$100,199																						

APPENDICES

FACULTY AND STAFF ROSTER 2019-20

Faculty & Staff List with Responsibilities

Last Name	First Name	Title
Allen	Tara	Math Teacher
Allison	Kena	Science Teacher
Alvarado - Sieg	Astrid	Spanish Teacher
Ames	Zabrina	Project Associate
Atchison	Katrina	Cafeteria Associate
Barker	Lena	Librarian
Barnett	Aida	Special Education Aide
Berhane	Losa	Programs Coordinator
Bockmiller	Shannon	Science Teacher
Bradley	Dominique	Operations Associate/Athletics Coordinator
Brodie	Trina	Cafeteria Associate
Brown (aka Powell)	Treion	Student Affairs Support Assistant
Brown-Blackman	Stephanie	Dean of 10th & 11th Grade
Bruno	Kevin	Alumni Program Manager & College Counselor
Buchinski	Terri	School Social Worker
Burruss	Monica	Special Education Teacher
Cameron	Deontae	Special Education Teacher
Camps	Christina	Math Teacher
Chiron	Sam	Social Studies Teacher
Crosby	Shawanna	Student Affairs Associate
Culbreath	Erica	Technology Teacher
Donnelly	Rebecca	Social Studies Teacher
Gaines	Carra	Social Studies Teacher
Gibson	Talysha	Math Teacher
Griffin	Ramon	Reading Intervention Teacher
Hardie	Ashley	Communications Manager
Hoy	Glenn	Special Education Teacher
Hunt	Isaac Cosby	Social Studies Teacher
Hutchinson	Keisha	Quality Assurance Manager
Ivey	LaTrice Renee	Special Education Teacher
Jefferson	Jalicia	Special Education Teacher
Johnson	Byron	Art Teacher
Julien	Nadly	Admissions Coordinator
Koonce Gaines	Samantha	Science Teacher

Last Name	First Name	Title
Kornegay	Deirdra	Science Teacher
Lee	Karen	Social Studies Teacher
Lloyd	Evan	English Teacher
Lyons	Keisha	English Teacher
Mays	Malika	Associate Head of School
McCullough	George	Math Teacher
Miller	Alyssa-Paige	English Teacher
Miller	Amanda	English Teacher
Miller	Cortnie	Dean of 9th Grade
Mitchell	Sanjay	Director of College & Alumni Programming
Moore	Brian	Health & PE Teacher
Moore	Nora	Assistant Director of Operations
Morris	Ocean-Miracle	Social Studies Teacher
Odu	Oghenekome	English Teacher
Otto	Robert	Special Education Teacher
Oviedo	Faith	Grants & Compliance Manager
Pole	Giselle	Director of Development & Strategic Partnerships
Rankin	Justin	Math Teacher
Roberts	Elena	Director of Special Education
Schlossman	David	Chief Operating Officer
Schwarz	Christina	Programs Manager
Short	Renee	Office Manager
Shorter	Maureen	Cafeteria Associate
Stevens	Alexa	Spanish Teacher
Stewart	Stacey	Director of Student Affairs
Taylor	Demetrius	Music Teacher
Thompson	Michele	PE Teacher
Tyson	Tisha	Math Teacher
Weeden	Raymond	Executive Director
Whieldon	Sarah	School Social Worker & Mental Health Coordinator
Whitaker	Ja-Mel	Spanish Teacher
Wilson	Amanda	Director of Programs
Wilson	Melody	English Teacher
Wilson	Teresa	Special Education Aide
Zaki	Abdullah	Head of School
Zenaye	Elshadai	Special Education Teacher

Qualifications

Roughly 90% of Thurgood Marshall Academy’s employees hold college degrees. Among the school’s 38 teachers, all have college degrees, and roughly 76% hold graduate degrees.

**THURGOOD MARSHALL ACADEMY BOARD OF TRUSTEES
SCHOOL YEAR 2019-2020**

CHAIR OF THE BOARD OF TRUSTEES

Jonathan Stoel (DC Resident; Complaint Liaison)

VICE CHAIR OF THE BOARD OF TRUSTEES

Mark Harrison (DC Resident)

TREASURER

Kenneth Jones

SECRETARY

Dan Gordon (DC Resident)

TRUSTEES

Bruce Berman

Kia Burnett (DC Resident; Parent Member)

Danielle Bierzynski (DC Resident)

Jerome Epstein (DC Resident)

Regina Foshee (DC Resident)

Richard Roe (*Non-Voting*)

Andrew Rosenberg

Laurence Telson (DC Resident; Parent Member)

EMERITUS

George Brown (non-voting, honorary position not included in Board demographics)

UNAUDITED YEAR-END 2019-20 FINANCIAL STATEMENT
Statement of Financial Position
Year Ended June 30, 2020

ASSETS	
Current Assets	
Cash:	
Operating	\$ 5,866,689
Operating Reserve	1,000,493
Total Cash	<u>6,867,182</u>
Grants and Accounts Receivable	323,517
Other Current Assets	<u>92,403</u>
Total Current Assets	<u>7,283,102</u>
Fixed Assets (Net)	
Operating Fixed Assets	342,193
Facilities	<u>9,975,910</u>
Total Fixed Assets	<u>10,318,103</u>
TOTAL ASSETS	<u><u>\$ 17,601,205</u></u>
LIABILITIES	
Current Liabilities	
Accounts Payable	\$ 18,924
Accrued Expenses	468,930
Deferred Revenue	13,221
Short-Term Debt	<u>1,158,451</u>
Total Current Liabilities	<u>1,659,526</u>
TOTAL LIABILITIES	<u>1,659,526</u>
NET ASSETS	
Without Donor Restrictions	15,873,209
With Donor Restrictions	<u>68,470</u>
TOTAL NET ASSETS	<u>15,941,679</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 17,601,205</u></u>

Statement of Activities
Year Ended June 30, 2020

REVENUE	
01. Per Pupil Charter Payments	\$5,853,149
02. Per Pupil Facilities Allowance	1,283,975
03. Per Pupil Special Education	1,247,658
04. Federal Entitlement/Formula Funding	486,061
05. Federal Grants and Competitive Funding	371,719
06. Non-Federal Grants and Competitive Funding	189,706
07. Activity Fees	15,804
08. Individual, Corporate & Gala	179,942
09. In-kind Revenue	582,668
10. Other Income	96,885
	<hr/>
TOTAL REVENUE	10,307,567
ORDINARY EXPENSES	
Personnel Salaries and Benefits	
11. Staff Salaries	5,074,777
12. Employee Benefits	991,803
13. Contracted Staff	484,123
14. Staff Development Expenses	83,792
	<hr/>
Subtotal: Personnel Expense	6,634,495
Direct Student Expense	
15. Food Service	130,368
16. Textbooks	5,540
17. Student Supplies and Materials	80,860
18. Library and Media Center Materials	4,930
19. Contracted Student Services	145,577
20. Miscellaneous Student Expense	50,944
21. Scholarships	16,729
	<hr/>
Subtotal: Direct Student Expense	434,948
Occupancy Expenses	
22. Building Maintenance and Repairs	55,958
23. Office Equipment Rental and Maintenance	236,392
24. Utilities	176,933
25. Contracted Building Services	476,378
	<hr/>
Subtotal: Occupancy Expenses	945,661

Office Expenses	
26. Office Supplies and Materials	50,902
27. Telephone/Telecommunications	67,184
28. Legal, Accounting and Payroll Services	248,786
29. Printing and Copying	11,921
30. Postage and Shipping	9,214
	<hr/>
Subtotal: Office Expenses	388,007
	<hr/>
General Expenses	
31. Insurance	50,528
32. Authorizer Fees	88,626
33. Fundraising Fees	10,436
34. Other Professional Fees	494
36. Background Checks	9,857
37. Dues and Fees	26,209
38. In-kind Expenses	581,468
39. Other General Expense	31,603
	<hr/>
Subtotal: General Expenses	799,221
	<hr/>
TOTAL ORDINARY EXPENSES	9,202,332
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NET ORDINARY INCOME	1,105,235
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40. Depreciation and Amortization	564,422
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CHANGE IN NET ASSETS	540,813
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BEGINNING OF PERIOD NET ASSETS	15,400,866
	<hr/>
END OF PERIOD NET ASSETS	\$ 15,941,679
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APPROVED 2019-20 BUDGET (7/1/2020-6/30/2021)

REVENUE

01. Per Pupil Charter Payments:	
4000 Per-pupil allocation	\$5,312,025
4015 Per-pupil ELL	\$11,083
4020 Per-pupil at risk	\$559,815
4050 Per-pupil adjustment	\$0
Total 01. Per Pupil Charter Payments	\$5,882,923
02. Per Pupil Facilities Allowance:	
4040 Per-pupil facility allocation	\$1,312,222
Total 02. Per Pupil Facilities Allowance	\$1,312,222
03. Per Pupil Special Education:	
4010 Per-pupil special ed funding	\$1,251,802
Total 03. Per Pupil Special Education	\$1,251,802
04. Federal Entitlement/Formula Funding:	
4105 ESEA	\$339,331
4115 National Food Program	\$65,650
4120 Other Entitlement Funds	\$357,000
Total 04. Federal Entitlement/Formula Funding:	\$761,981
05. Federal Grants and Competitive Funding:	
4130 Federal Government Competitive	\$300,478
Total 05. Federal Grants and Competitive Funding:	\$300,478
06. Non-Federal Grants and Competitive Funding:	
4140 Private & Foundation Grants	\$234,500
Total 06. Non-Federal Grants and Competitive Funding:	\$234,500
07. Activity Fees:	
4300 School store sales	\$18,200
4320 Paid meals sales	\$0
Total 07. Activity Fees	\$18,200
08. Individual, Corporate & Gala:	
4110 Gala contributions	\$200,000
4145 General ind & corp contributions	\$98,000
4150 Gala revenue	\$10,000
Total 08. Individual, Corporate & Gala	\$308,000
09. In-kind Revenue:	
4180 In-kind contributions	\$425,000
Total 09. In-kind Revenue	\$425,000
10. Other Income:	
4400 Interest and dividends	\$30,000
4500 Facility Use Donations	\$4,000
4600 Other revenue	\$46,950
Total 10. Other Income	\$80,950
TOTAL REVENUE	\$10,576,056

ORDINARY EXPENSES

Personnel Salaries and Benefits

11. Staff Salaries:	
5000 Salaries	\$5,354,138
5050 Bonuses	\$35,000
Total 11. Staff Salaries	\$5,389,138
12. Employee Benefits:	
5400 Retirement plan contributions	\$142,295
5410 Health insurance	\$496,754
5420 Life and disability insurance	\$19,775
5430 Payroll taxes	\$467,172
5440 Smart benefits	\$0
5450 Workers' comp insurance	\$24,000
5460 FSA	\$2,500
Total 12. Employee Benefits:	\$1,152,496
13. Contracted Staff:	
5220 Staff program stipends	\$122,700
5520 Substitute teachers	\$25,000
5530 Temporary contract help	\$420,899
Total 13. Contracted Staff:	\$568,599
14. Staff Development Expenses	
5500 Staff development (non-travel)	\$111,124
5600 Staff recruiting	\$16,900
5610 Staff meals, events and awards	\$44,650
5620 Staff travel (non-development)	\$16,550
Total 14. Staff Development Expenses	\$189,224
Subtotal: Personnel Expense	\$7,299,457
Direct Student Expense	
15. Food Service	
7025 Food service fees	\$139,600
Total 15. Food Service	\$139,600
16. Textbooks:	
7010 Student textbooks	\$13,485
Total 16. Textbooks:	\$13,485
17. Student Supplies and Materials:	
7000 Student supplies and snacks	\$121,500
7005 Student assessment materials	\$30,884
7011 Student uniforms	\$27,500
Total 17. Student Supplies and Materials:	\$179,884
18. Library and Media Center Materials:	
7015 Library and media materials	\$13,320
Total 18. Library and Media Center Materials:	\$13,320

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19. Contracted Student Services:	
7030 Student travel and field trips	\$160,650
Total 19. Contracted Student Services:	\$160,650
20. Miscellaneous Student Expenses:	
7035 Other student expense	\$111,531
Total 20. Miscellaneous Student Expenses:	\$111,531
21. Scholarships	
7040 Scholarship expense	\$15,000
Total 21. Scholarships	\$15,000
Subtotal: Direct Student Expenses	\$633,470
Occupancy Expenses	
22. Building Maintenance and Repairs:	
6010 Maintenance and repairs	\$58,350
6105 Gym maintenance, paint & Supp	\$6,350
Total 22. Building Maintenance and Repairs:	\$64,700
23. Office Equipment Rental and Maintenance:	
8005 Equipment rental & maintenance	\$45,210
8035 Computer support fees	\$317,595
Total 23. Office Equipment Rental and Maintenance:	\$362,805
24. Utilities	
6005 Utilities and garbage removal	\$220,500
Total 24. Utilities	\$220,500
25. Contracted Building Services	
6000 Contracted building services	\$488,183
6101 Gym cleaning	\$22,400
6102 Gym engineering	\$10,848
6103 Gym floor	\$3,000
6106 Gym security	\$42,398
Total 25. Contracted Building Services	\$566,829
Subtotal: Occupancy Expenses	\$1,214,834
Office Expenses	
26. Office Supplies and Materials:	
8000 Office supplies	\$82,625
Total 26. Office Supplies and Materials:	\$82,625
27. Telephone/Telecommunications:	
8010 Telephone & telecommunications	\$66,802
Total 27. Telephone/Telecommunications:	\$66,802
28. Legal, Accounting and Payroll Services:	
8030 Accounting fees	\$229,950
8033 Bank fees	\$1,500
8055 Legal fees	\$12,000
Total 28. Legal, Accounting and Payroll Services:	\$243,450

29. Printing and Copying:	
8020 Printing and duplication	\$38,885
<u>Total 29. Printing and Copying:</u>	<u>\$38,885</u>
30. Postage and Shipping:	
8015 Postage and delivery	\$9,450
<u>Total 30. Postage and Shipping:</u>	<u>\$9,450</u>
Subtotal: Office Expenses	-
	\$441,212
General Expenses	
31. Insurance	
8060 Business insurance	\$52,100
<u>Total 31. Insurance</u>	<u>\$52,100</u>
32. Authorizer Fees:	
8025 Authorizer fees	\$95,000
<u>Total 32. Authorizer Fees:</u>	<u>\$95,000</u>
33. Fundraising Fees:	
8040 Fundraising fees	\$62,867
<u>Total 33. Fundraising Fees:</u>	<u>\$62,867</u>
34. Other Professional Fees:	
8045 Other professional fees	\$9,850
<u>Total 34. Other Professional Fees:</u>	<u>\$9,850</u>
35. Accreditation Fees:	
8075 Accreditation fees	\$800
<u>Total 35. Accreditation Fees:</u>	<u>\$800</u>
36. Background Checks:	
8065 Background checks	\$11,385
<u>Total 36. Background Checks:</u>	<u>\$11,385</u>
37. Dues and Fees	
8050 Dues and fees	\$26,350
<u>Total 37. Dues and Fees</u>	<u>\$26,350</u>
39. In-kind Expenses	
9900 Other Expenses-In-Kind	\$425,000
<u>Total 39. In-kind Expenses</u>	<u>\$425,000</u>
39. Other General Expenses:	
9000 Other expenses	\$188,520
<u>Total 39. Other General Expenses:</u>	<u>\$188,520</u>
Subtotal: General Expenses	-
	\$871,872
TOTAL ORDINARY EXPENSES	\$10,460,845
	-
NET ORDINARY INCOME	\$115,211

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40. Depreciation and Amortization:	
9100 Depreciation	\$620,104
Total 40. Depreciation and Amortization:	\$620,104
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53. Loss(Gain) on Loan	
9140 - Loss(Gain) on Loan	(\$1,158,451)
Total 53. Loss(Gain) on Loan	(\$1,158,451)
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CHANGE IN NET ASSETS	\$653,558

Capital Expenditures	
1500 - FF&E - Classroom	\$18,761
1501 - FF&E - Administration	\$44,000
1510 - Computers/software- Classroom	\$237,500
1511 - Computers/software - Admin	\$61,125
1550 - Buildings and improvements	\$279,000
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TOTAL CAPITAL EXPENDITURES	\$640,386

