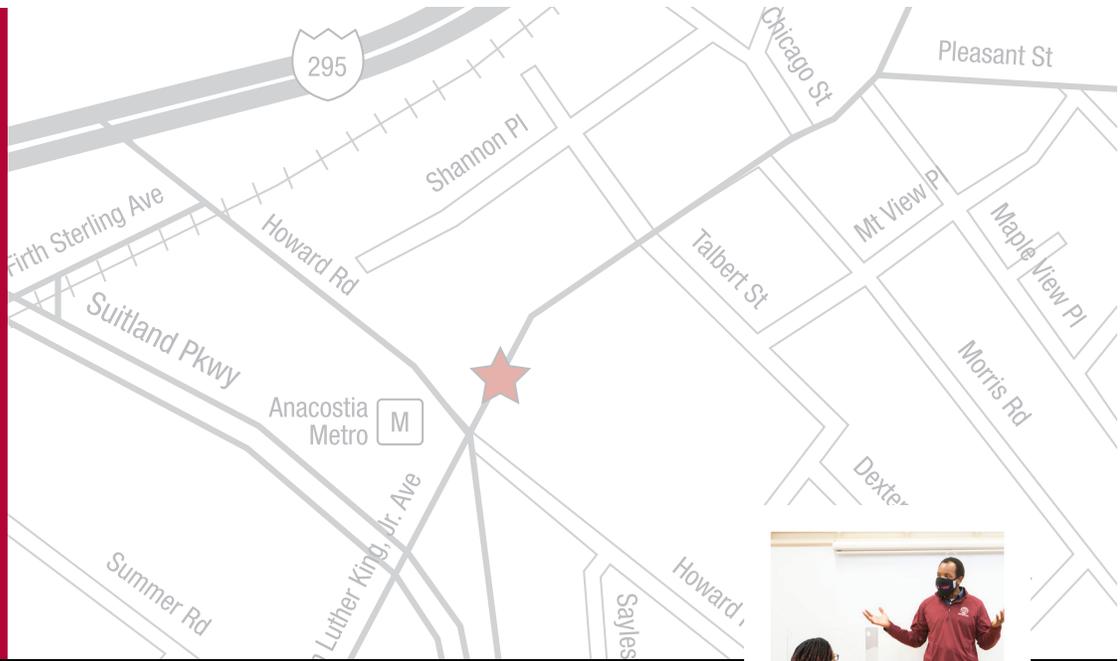




Public Charter High School



2020-21 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 2020-21, Thurgood Marshall Academy served 367 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. Through 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 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 school year, and in coordination with DC government agencies, private advisors, and the DC Public Charter School Board, Thurgood Marshall Academy implemented 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, Thurgood Marshall Academy’s faculty and staff, students, and community witnessed a number of accomplishments. In 2020-21, achievements included the following:

- Ninety-nine percent of graduates in the Class of 2021 were accepted to college, including Penn State, Morehouse College, Temple University, Emory University, Louisiana State University, and University of Rochester.
- Scholarships awarded to students in the Class of 2021 totaled over \$7.6 million. Notable scholarships included the Economic Club of Washington, The POSSE Foundation, and American University District Scholars.
- Thurgood Marshall Academy engagement with students, faculty, and the community were evident in representative accomplishments such as Alumna Lauryn Renford 30 Under 30 Changemakers Award, current students work on Community Pantry events, and faculty and staff inclusion in Chan Zuckerberg Initiative School Recovery case studies.

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.

I. SCHOOL DESCRIPTION

I.A. MISSION STATEMENT

Founded on U.S. 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 aims 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 offered distance learning throughout school year 2020-21. The school prepared its state-of-the-art facility for use by small groups in Spring 2021 and in-person instruction in 2021-22.

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 professionals educating Thurgood Marshall Academy’s students are detailed in the Appendix.)

2020-21 Student Characteristics Table: Thurgood Marshall Academy	
Number of students enrolled, by grade level	Grade 9: 99 Grade 10: 96 Grade 11: 93 Grade 12: <u>79</u> Total: 367 Non-public Placements (excluded above): 8
Percentage of students with special education IEPs	18%
Percentage of students categorized as At-Risk	61%
Free And Reduced Meals status	Community Eligibility Provision (CEP) school
Number of seniors taking SAT	75
Average SAT Scores	Math: 430 Critical Reading: 450
College Acceptance Rate	99%

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 2020-2021 Thurgood Marshall Academy served 367 students in grades 9-12 as well as a network of nearly 800 alumni.

I.B.1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Pandemic Response

Thurgood Marshall Academy swiftly adapted to the COVID-19 pandemic by providing resources for 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. In 2020-21, incoming students were provided with new Chromebooks. The school also worked with its existing cellular providers, DC OCTO, and DC OSSE to secure home Internet and/or hotspots (MiFi devices) for students lacking adequate 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. 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.

Despite the pandemic, Thurgood Marshall Academy persevered with its fundamental mission. 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 accelerated learning needs. The TMA Board and senior leadership planned also for reopening models.

Responding to DC Department of Health and OSSE guidance, the school made improvements to the HVAC system, installed touch-free restroom fixtures, organized desks to promote social distancing (late in SY2020-21 when limited in-person learning was permitted), purchased personal protective equipment (PPE), and otherwise prepared for an eventual return to in-person learning.

During school year 2020-21, 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.

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 2020-21 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 assessments, teachers' content assessments, and regular progress report data. Students with advanced academic skills were challenged in honors, Advanced Placement, and dual enrollment 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, Advanced Placement (AP), and legal coursework.

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 Biology Seminar 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 2020-2021.

The school's assessment program for 9th and 10th-grade students uses the NWEA Measuring Academic Progress (MAP) Growth tool as well as Achievement Network (ANet) assessments. Administered in the fall and following Spring, the online MAP Growth tool dynamically assesses student progress by offering increasingly difficult questions when student answer correctly and easier questions following incorrect answers. The test thereby collects data on the student's skill level, progress since prior testing, and growth in comparison with peers. Quarterly ANet assessments provide teachers and administrators with students' proficiency level data for ELA and math Common Core standards. Using this data, teachers 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 2020 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 SAT scores.

Professional Development Program

Thurgood Marshall Academy provides time for all teachers to collaborate in departments and grade levels for curricular work. The 2020-2021 school year began with an intensive, virtual, two-week Teacher Academy. Teachers focused on ways to increase student engagement and maximize virtual learning spaces, incorporate 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 2020-2021 school year to provide coaching in a collaborative manner. As a part of the

Instructional Leadership Team, Department Chairs participated in frequent 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 2020-21 school year, Thurgood Marshall Academy worked closely with parents and guardians to address the needs of each student. Due to the pandemic, most meetings were held via video conference.

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 (virtual in 2020-2021); 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). For example, throughout school year 2020-21, Head of School Abdullah Zaki emailed families the "Warrior Weekly" email bulletin covering topics ranging from virtual learning to public COVID-19 response resources to student opportunities. In addition, 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 2020-2021, the Student Deans built relationships with parents via phone calls, emails, mailings, and video call meetings. In particular, deans met via Zoom 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 Senior Seminar, an SAT Prep course, virtual 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 hosted a virtual Sophomore/Junior Parent Night. This annual event 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 2020-2021 POW organized a calendar of diverse events that included informational sessions, mental health resources, and experiential activities inspired by elective classes.

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 online workshops that took place during the 2020-21 school year.

1. *Family Power Hour (December 2020)*: Thurgood Marshall Academy’s Wellness Team hosted an event to teach family tips and coping strategies for dealing with Seasonal Affective Disorder (SAD).
2. *Grade-level Family Meetings (January 2021)*: POW gathered families by grade level to keep them excited, engaged, and informed throughout the school year.
3. *Spotlight on Electives (February 2021)*: This event drew from technology and music electives to create engaging family activities. Participants learned to code and make music.
4. *The Warrior Way—New Parents (May 2021)*: POW held a meeting for parents newly enrolling their students at Thurgood Marshall Academy to help them get acquainted with the school. The group discussed parent engagement, summer programs, and mental health resources.

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, to the extent possible during the pandemic, 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 2020-21.

Early College Access Opportunities to Earn College Credit

Advanced 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 dual-enrollment partnerships with the University of the District of Columbia CARE program, OSSE's Dual Enrollment Consortium, Trinity University, and Bard College. These programs 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, 95% of seniors took the SAT exam. The school's average SAT score for the members of the Class of 2021 was 880 (430 Math and 450 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: 99% of the graduates in the Class of 2021 were accepted to college.

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. The school made appropriate adaptations to these initiatives in response to the pandemic (primarily by shifting to virtual activities).

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 2021 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.

Different colleges and universities connected directly with Thurgood Marshall Academy students by conducting virtual information sessions and mock interviews to illustrate the expectations of the application process.

In addition to college acceptances, 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 nearly 800 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 2020-21, the Alumni Fund distributed more than \$11,000 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 2020-2021 the school maintained partnerships with area law firms and Howard Law to provide virtual law-themed programming that mimicked in-person programming. 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.

Law Day

Law Days provide Thurgood Marshall Academy 9th graders their first formal exposure to the world of law. In 2020-21, Latham & Watkins LLP, Foley Lardner LLP, and Hogan Lovells US LLP hosted and taught six virtual workshops to all 9th graders. Law Day introduces students to specific cases or legal issues and explores the history and underlying legal principles involved. 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 2020-21 to provide virtual programming created to encourage tenth grade students to see how law is present in their everyday lives. In lieu of travelling to Howard University's School of Law campus, students engaged in programming taught by law students and professors through Zoom video calls. 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 exposes students to the legal field and pairs them with legal professionals who donate their time as tutors and mentors. Every other Tuesday during a typical 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. In 2020-2021, programming took place bi-weekly on Tuesdays through Zoom video calls. Some 11th-grade students were participating in dual enrollment courses, and the flexibility of virtual programming allowed for there to be a Wednesday session for those students. In 2020-2021, 100% of 11th graders participated in a virtual adaptation of 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 2020-21, Thurgood Marshall Academy partnered with the following firms for Law Firm Tutoring:

- Arnold & Porter LLP
- Crowell & Moring LLP
- Winston & Strawn 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 2020-21, Thurgood Marshall Academy students continued to develop interpersonal, public speaking, and academic skills through the Portfolio Assessment Program, which was conducted virtually. 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. Seventy-five percent of students participated in after-school programs during 2020-21.

Following are descriptions of the key enrichment programs that Thurgood Marshall Academy offered students in 2020-21:

After school "Homework Help" Tutoring

The after-school Homework Help Program, held most days after school, allowed students in all grade levels to receive personalized tutoring. As in years past, Homework Help drew tutors from Thurgood Marshall Academy teachers. Use of online platforms during the pandemic allowed the school to experiment with evening as well as afternoon sessions. With faculty advisors providing a connection to the school day. 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. During the school year, athletics—responding to the pandemic—consisted almost exclusively of scrimmages and strength/conditioning training (and only when permitted under Mayor's orders). In 2020-21, Thurgood Marshall Academy offered co-ed flag football, girls volleyball, boys and girls basketball, cheerleading, tennis, 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.

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 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. The program expanded to engage a broader number of students from both Thurgood Marshall Academy and IDEA Public Charter School in 2020, just before pandemic closures. In 2021, Thurgood Marshall Academy hosted a series of virtual programs. Students and families participated in conversations with activists, historians, and lawyers through video calls over a three month period.

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. Service projects and requirements were modified due to the pandemic following DC PCSB guidelines.

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. The program was hosted virtually in summer 2020.

II.A.2. ACHIEVEMENT OF GOALS IN CHARTER

Thurgood Marshall Academy's charter incorporates goals by which the school measures its performance. For the 2020-21 school year, DC Public Charter School Board recognized that, due to the public health emergency, schools were not able to report on the attainment of all goals. DC PCSB has requested that schools report on the goals they are able to measure along with information about work toward goals that cannot be measured. Each section below states whether a particular goal is measurable in 2020-21 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 2020-21 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 2020-21 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 2020-21 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.

This goal cannot be measured for SY 2020-21 as validated data was not available.

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.

99% (76 of 77) of the graduates in the Class of 2021 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.

While data suggest that only roughly 60% of the class of 2020 enrolled in college within one year of graduating, college enrollment was low nationwide due to the pandemic.¹ Data reflect the impact of the pandemic and are not a reliable gauge of Thurgood Marshall Academy's (or any school's) performance.

This goal cannot be measured for SY 2021-21; data unreliable due to the pandemic.

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 2020-21, 90.8% 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 virtual Civil Rights Trip; and participating in the Soapbox Challenge sponsored by the Mikva Challenge.

The school successfully met this goal.

¹ National Student Clearinghouse Research Center reports an "unprecedented one-year decline" in Fall 2020 college enrollment in comparison with Fall 2019. <https://nscresearchcenter.org/high-school-benchmarks/>

Goal 8: Attendance

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

In 2020-21 the school had an in-seat attendance rate of 90.9%

The goal cannot be measured in SY 2020-21 due to the absence of comparative data, but the school's rate has historically exceeded state averages.

II.B. UNIQUE ACCOMPLISHMENTS

Representative Accomplishments

Despite the sweeping disruption of the pandemic, Thurgood Marshall Academy students as well as the school as a community institution succeeded in both academic work and community engagement, as representative accomplishments demonstrate:

- In 2020-21, 99% of the graduates from the Class of 2021 were accepted to a least one college, a testament to the success of the school's rigorous college-preparatory curriculum.
- The class of 2021 was awarded over \$7.6 million in college scholarship. Notable scholarships included the Economic Club of Washington, The POSSE Foundation, and American University District Scholars.
- Alumna Lauryn Renford awarded the 30 Under 30 Changemakers Award by the National Alliance for Public Charter Schools for her work addressing gun violence, begun while a Thurgood Marshall Academy student.
- Thurgood Marshall Academy Community Service Ambassadors created a recurring Community Pantry Day event, exemplifying both the students' and the school's commitment to civic engagement. Roughly monthly on a Saturday, students, staff, and partners set up an area in front of the school to distribute fresh produce, canned goods, and toiletries to members of the community for free.
- Thurgood Marshall Academy faculty and staff were published in Chan Zuckerberg Initiative School Recovery case studies that explored reopening and family engagement.

College Acceptance

Almost 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 2021 graduates were accepted to the following schools:

- Agnes Scott College
- Alabama A & M University
- Alabama State University
- Albright College
- Allegheny College
- American University
- Antioch College
- Arizona State University-Tempe (Business)
- Arkansas Baptist College
- Baldwin Wallace University
- Barry University
- Benedict College
- Bennett College

- Bethune-Cookman University
- Bowie State University
- Catholic University of America
- Central State University
- Champlain College
- College of Charleston
- Cheyney University of Pennsylvania
- Claflin University
- Clark Atlanta University
- Coastal Carolina University
- The College of Saint Rose
- Columbia College Chicago
- Coppin State University
- University of Dayton
- Delaware State University
- University of the District of Columbia
- Eastern Mennonite University
- Elizabeth City State University
- Elon University
- Emory University (Emory College)
- FIDM-Fashion Institute of Design & Merchandising-Los Angeles
- Ferrum College
- Florida Agricultural and Mechanical University
- University of Florida
- Fordham University
- Fort Valley State University
- Frostburg State University
- George Mason University
- George Washington University
- Georgia State University
- University of Georgia
- Grambling State University
- Guilford College
- Hampshire College
- Hampton University
- Harris-Stowe State University
- Harrisburg University of Science and Technology
- University of Hartford
- Hood College
- Howard University
- Huston-Tillotson University
- Indiana University of Pennsylvania-Main Campus
- Jackson State University
- Kent State University at Kent
- Kentucky State University
- University of Kentucky
- Kutztown University of Pennsylvania
- Langston University
- Le Moyne College
- Liberty University
- Lincoln University
- Livingstone College
- Louisiana State University
- University of Louisville
- Loyola University New Orleans
- Marshall University
- Mary Baldwin University
- University of Maryland Eastern Shore
- University of Maryland-Baltimore County
- Marymount University
- University of Massachusetts-Lowell
- McDaniel College
- Mercy College
- Michigan State University
- Miles College
- Montgomery College
- Montgomery Community College
- Morehouse College
- Morgan State University
- Mount St. Mary's University
- New England College
- New England Institute of Technology
- Norfolk State University
- North Carolina A & T State University
- North Carolina Central University
- Northern Virginia Community College - Alexandria
- Nova Southeastern University
- Ohio University-Main Campus
- Old Dominion University
- Paine College
- Pennsylvania State University-Altoona Campus
- Philander Smith College
- University of Pittsburgh
- Point Park University
- Prince George's Community College
- Queens University of Charlotte
- Radford University
- Regent University
- Roanoke College

- University of Rochester
- Saint Augustine's University
- Shaw University
- Shepherd University
- Shippensburg University of Pennsylvania
- South Carolina State University
- Southern University and A & M College
- Spelman College
- St Bonaventure University
- Stetson University
- Stevenson University
- SUNY at Albany
- SUNY College of Technology at Alfred
- SUNY Cortland
- SUNY College at Oswego
- Susquehanna University
- Sweet Briar College
- Temple University
- Tennessee State University
- Ohio State University-Main Campus
- Trinity Washington University
- University of the District of Columbia Community College
- Virginia Commonwealth University
- Virginia Polytechnic Institute and State University
- Virginia State University
- Virginia Union University
- Voorhees College
- Washington Adventist University
- Wesley College
- West Chester University of Pennsylvania
- West Virginia State University
- West Virginia University
- Wiley College
- Wilkes University
- Wingate University
- Winston-Salem State University
- Wittenberg University
- Xavier University of Louisiana
- York College of Pennsylvania

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.

- Kena Allison
- The Andrew and Julie Klingenstein Family Fund
- Kevin and Stacy Baker
- Benevity Community Impact Fund
- Christ City Church
- Crowell & Moring Foundation
- Jennifer Davis
- Valarie Dock
- Morgan Dunnan
- Jessica L. Ellsworth
- Jerry Epstein
- Michele Farquhar
- Foley & Lardner

- H.P. Goldfield
- Dan Gordon
- Warren Gorrell
- Graham Holdings Company
- Mark Harrison
- Jocelyn Henderson
- Hogan Lovells US LLP
- Kirk Jones
- Joshua Kern
- Joseph Kim
- Tamara Kraljic
- Latham & Watkins, LLP
- Valerie Lee
- Ray Li
- Abbe Lowell
- MacArthur Foundation
- Marks Paneth LLP
- The Meltzer Group
- Abigail Meredith
- MFI Foundation
- Miller & Chevalier Charitable Foundation
- Stephen Milliken
- Katlin O'Brien
- Terrence O'Donnell
- Mary Panetta
- Alexandra Pardo
- Malcolm Peabody
- Peter A. Rohrbach Charitable Fund
- Nicholas Pirulli
- Richard Pohlman
- John Rohrbach
- Brian Roth
- The Schlossman Families
- Rupesh Shah
- Kannon and Vicki Shanmugam
- Jonathan T. Stoel and Emily Lindow
- Tziporah Tapp
- Laurence Telson
- The Winston-Salem Foundation
- Thorn Run Partners
- Richard & Beverly Van Duynes
- Robert and Christine Van Kirk
- Stacy Volkert
- Allen Waxman
- Raymond Weeden
- Williams & Connolly LLP
- Wilmer Hale
- Megan Wilson
- Wilson Family Fund
- Jackson Young

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 employ 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: 99% college acceptance among graduates, and more than \$7 million in scholarships in 2020-21.

Finally, Thurgood Marshall Academy seeks to prepare students to become advocates for themselves and their communities. Its law-related instruction and programming; its network of more than 65 partnering organizations and 300 volunteers—including numerous representatives of DC area law firms; and 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

SY 2020-21 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: 367

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	99	96	93	79	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: 167 ² <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: 0% <i>(Number of students with out of school suspension and in the school's 2020 audit divided by number of students in the Oct. 2020 audit) multiplied by 100</i>
PCSB	Expulsion Rate: 0% <i>(Number of students expelled and in the school's 2020 audit divided by number of students in the Oct. 2020 audit) multiplied by 100</i>
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0% <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 2020 – 21 school year) multiplied by 100</i>
PCSB	In-Seat Attendance: 90.1% * <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 2020 – 21 school year) multiplied by 100</i>
PCSB	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.)

² 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>Midyear Withdrawals: 2.7% (10 students) *</p> $\frac{\text{number of students in the Oct. 2020 audit count who are not on the school's roster through May 31, 2021}}{\text{number of students enrolled as of Oct 2020 audit}} \times 100$
PCSB	<p>Midyear Entries: 0% (0 students)*</p> $\frac{\text{number of students who enroll after Oct. 2020 audit and remained enrolled through May 31, 2021}}{\text{number of students enrolled as of Oct. 2020 audit}} \times 100$
PCSB	<p>Promotion Rate: 92%</p> <p><i>(number of students who advanced \geq 1 grade level in the LEA based on the grade level in the Oct. 2019 and Oct. 2020 audited enrollment files</i></p> <p>divided by number of returning students enrolled as of Oct. 2020 audit)</p> <p>multiplied by 100</p>
School (SY19-20)	<p>College Acceptance Rates: 100.0%</p> <p><i>(number of grade 12 students accepted to a full time college or university</i></p> <p>divided by number of graduates) multiplied by 100</p>
School (SY19-20)	<p>College Admission Test Scores: 90.9%</p> <p><i>(number of grade 12 students scoring at least 800 on SAT or at least 16 on ACT</i></p> <p>divided by number of grade 12 students) multiplied by 100</p>
PCSB (SY19-20)	<p>Graduation Rates: 76.4%</p> <p><i>(number of students in cohort who graduated by June or August 2020 with a standard diploma</i> divided by number of first-time grade 9 students in fall 2016 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 available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6/2020 and 5/31/2021 in SY 2020-21, 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.

APPENDICES

FACULTY AND STAFF ROSTER 2020-21

Faculty & Staff List with Responsibilities

Last Name	First Name	Title (Responsibilities)
Allen	Tara	Math Teacher
Allison	Kena	Science Teacher
Alvarado - Sieg	Astrid	Spanish Teacher
Ames	Zabrina	Project Associate
Barker	Lena	Librarian
Barnes	Leaunteen	Operations Assistant
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
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
Gray	Danielle	Development Manager, Grants
Griffin	Ramon	Reading Intervention Teacher
Hardie	Ashley	Communications Manager
Hayden	Yolanda	School Social Worker
Hoy	Glenn	Special Education Teacher
Hunt	Isaac Cosby	Social Studies Teacher
Hutchinson	Keisha	Quality Assurance Manager
Ivey	LaTrice Renee	Special Education Teacher
Jackson	Grace	Programs & College Associate
Jean	Phoebee	Program Coordinator
Jefferson	Jalicia	Special Education Teacher
Johnson	Byron	Art Teacher
Julien	Nadly	Admissions Coordinator

Last Name	First Name	Title (Responsibilities)
Koonce Gaines	Samantha	Science Teacher
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	Director of Development & Strategic Partnerships
Parks	Moet	Administrative Aide
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
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 teachers, all have college degrees, and roughly 76% hold graduate degrees.

**THURGOOD MARSHALL ACADEMY BOARD OF TRUSTEES
SCHOOL YEAR 2020-2021**

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

Danielle Bierzynski (DC Resident)

Jinah Bryant (DC Resident; Parent Member)

Jerome Epstein (DC Resident)

Regina Foshee (DC Resident)

Aleisha James (DC Resident; Parent Member)

Richard Roe

Andrew Rosenberg

Laurence Telson (DC Resident)

EMERITUS

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

UNAUDITED YEAR-END 2020-21 FINANCIAL STATEMENT
Statement of Financial Position
Year Ended June 30, 2021

Cash and Cash Equivalents	7142656
Accounts Receivables	567469
Other Current Assets	<u>105801</u>
Total Current Assets	7815926
Property, Building and Equipment, Net	<u>10055368</u>
Total Fixed Assets	10055368
Total Assets	<u><u>17871294</u></u>
Accounts Payable and Accrued Expenses	208750
Accrued Payroll and Benefits	<u>412379</u>
Total Current Liabilities	621129
Total Liabilities	<u>621129</u>
Unrestricted Net Assets	17142924
Temporarily Restricted Net Assets	<u>107241</u>
Total Net Assets	17250165
Total Liabilities & Net Assets	<u><u>17871294</u></u>

Statement of Activities
Year Ended June 30, 2021

General Education (DC Funding Allocation)	5,063,939
Categorical Enhancements (DC Funding Allocation)	1,886,421
Facilities Allowance (DC Funding Allocation)	1,250,736
Federal Entitlements and Other Federal Funds	1,328,051
Private Grants	238,715
Cash Contributions	234,353
In-Kind Contributions	855,893
Other Income	51,667
Operating Revenues	10,909,775
Personnel Salaries and Benefits	6,971,286
Direct Student Expenses	772,059
Depreciation & Amortization (Facility)	614,051
Other Occupancy Expenses	942,552
Occupancy Expenses Subtotal	1,556,603
General Expenses	1,459,805
Operating Expenses	10,759,753
Operating Income (Loss)	150,022
Non-Operating Income—PPP Loan Forgiveness	1,158,451
Change in Net Assets	1,308,473

APPROVED 2021-22 BUDGET (7/1/2021-6/30/2022)

REVENUE	
Per Pupil Charter Payments - General Education	5,217,651
Per Pupil Charter Payments - Categorical Enhancements	1,878,156
Per Pupil Facilities Allowance	1,243,920
Federal Funding	1,814,956
Other Government Funding/Grants	143,493
Private Grants and Donations	471,132
Activity Fees	12,200
In-kind revenue	425,000
Other Income	120,950
TOTAL REVENUES	11,327,458
ORDINARY EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Employee Salaries	6,543,209
Employee Benefits and Payroll Taxes	1,223,945
Subtotal: Personnel Expense	7,767,153
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	178,820
Student Assessment Materials/Program Evaluation	31,384
Contracted Student Services	247,649
Food Service	183,592
Other Direct Student Expense	169,530
Subtotal: Direct Student Expense	810,976
<i>Occupancy Expenses</i>	
Rent	14,400
Building Maintenance and Repairs	66,850
Contracted Building Services	531,359
Other Occupancy Expenses	218,500
Subtotal: Occupancy Expenses	831,108
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	139,951
Office Equipment Rental and Maintenance	298,229
Telephone/Telecommunications	67,642
Legal, Accounting and Payroll Services	335,582
Insurance	61,693
Transportation	18,650
Professional Development	207,274
PCSB Administrative Fee	95,000
Other General Expense	675,772
Subtotal: General Expenses	1,899,792
TOTAL EXPENSES	11,309,030
NET ORDINARY INCOME	18,428
DEPRECIATION EXPENSE (Non-Cash)	626,400
CHANGE IN NET ASSETS *	(607,972)
* Note that the drop in net assets results from non-cash depreciation.	

CAPITAL EXPENDITURES	
FF&E - Classroom	23,500
FF&E Administration	64,000
Computers/software - Classroom	134,500
Computers/software - Administration	50,125
Buildings and improvements	253,000
TOTAL CAPITAL EXPENDITURES	525,125

