

# DC Scholars PCS Annual Report



## School Year 2020-21

Under Leadership of:

Amy Helms,  
Interim Head of School (10/2020)  
Head of School (02/2021)

Izabela Miller,  
Head of School (until 10/2020)

Jennifer Leonard,  
Executive Director

LeAngelo Emperor,  
School Director

Bob Weinberg,  
Board Chair



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Leaders Tomorrow.

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## I. School Description

### Mission Statement

DC Scholars Public Charter School, serving grades PS through 8, prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.

### School Program

#### Instructional Approach

DC Scholars Public Charter School (DC Scholars PCS) seeks to provide outstanding academic programming by prioritizing: strong student and staff culture, effective instructional practices, effective implementation of schoolwide curricula, data driven instruction, teacher development, and student intervention. Under the leadership of our Head of School, Amy Helms, in SY 2020-2021, DC Scholars PCS seeks to continue to improve student and adult culture, ensure strong curriculum implementation and aligned instructional practices schoolwide, and increase opportunities for teacher development to accelerate student outcomes.

- **Strong Student and Staff Culture**

At DC Scholars PCS, a strong school and classroom culture is at the core of student achievement. The desired, positive learning environment at DC Scholars PCS includes consistent expectations, respectful interactions between students and teachers, immediate address of student misbehavior, and support from leaders to maintain high standards for student behavior in the classroom. It also includes a focus on socio-emotional learning to equip students with skills essential for success in high school, college, and career.

At DC Scholars PCS, we believe that a nurturing environment begins with strong relationships. Therefore, throughout the school year we analyze and reflect on the success of our school culture through the lens of relationships - using surveys, rubrics and feedback sessions to get clear on our progress in this area.

Additionally, we believe that schoolwide routines and transitions are foundational to maximizing instructional time. As such, teachers spend the first few weeks of school focused on routine teaching to ensure that there is consistency across classrooms and grades.

Strong relationships, aligned routines, high expectations and instructional rigor are executed through the lens of our values at DC Scholars. The bedrocks of our student culture are the four PATH values (Prepared/Professional, Attentive, Thoughtful and Hardworking.) We believe these values are not only behavioral expectations but also academic habits of mind that will support the lifelong growth of our scholars.

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## 1. Social-Emotional Learning

DC Scholars believes in providing whole child approaches and social emotional learning adapted for all scholars. Our three core practices, adopted from Turn Around for Children are: building relationships, structured environments, and social-emotional-behavioral learning. DC Scholars implements 4-6 weeks of focused and expanded opportunities for relationship building to support the building of trust between teachers and students and between students. This includes times throughout the day to get to know each other's background, identities, interests, likes, goals, strengths, etc. Each teaching team is provided with look-fors and a menu of activities for building relationships (many modeled and experienced in training). Relationship building continues after the first six weeks of school during Morning Meeting and is reinforced throughout the curriculum as teachers use student's background, identities, interests, and goals to build engagement and investment.

Our second core practice to support students as a whole child and in response to social emotional behavioral learning and mental health needs is through structured environments. Through structured environments our team creates developmentally appropriate, responsive, predictable, and consistent structures, routines, expectations, and responses to support students across their school day. This includes expectations with instruction and reinforcement aligned to our PATH values (participate, attentive, thoughtful, hard working); normed routines that are used across teachers and blocks to support consistency and safety, and reinforcement and celebrations to build community and reinforce students.

Our third core practice of social emotional behavioral (SEB) learning includes 30-40 minutes of social skills training in PS-8th grade. Skills include self-regulation, positive mindset, communication skills, perseverance, self-awareness, empathy and validation, collaboration, and growth mindset). This curriculum is developed by the DC Scholars' team to ensure it is relevant, culturally responsive, and aligned to our core values. Teachers implement strategies including see it (models and text connections), name it (rationale and what it looks like/sounds like), do it (practice). Throughout the day to support generalization of skills, teachers prompt students to implement the SEB skills and narrate and praise examples of students implementing the skills. Additionally, teachers use our academic curriculum to prompt students for social skills that will be important to implement in the lesson and highlight connections in our curriculum of SEB skills (i.e. a character that is or is not exhibiting a skill).

## 2. Foundational Elements of School Culture

Our DC Scholars approach to discipline is grounded in training our staff on trauma-informed practices, with positive reinforcement, positive behavioral interventions and supports, and restorative practices. We believe building strong relationships with scholars and families will be at the forefront of our work for the return to in person learning. In our disciplinary model, we are using a tiered behavior approach to ensure scholars teachers feel empowered to support all minor infractions in their classroom as outlined in our school wide discipline policy. With the use of least invasive responses, our goal is to keep our scholars in class and provide additional push in support from our grade band behavior techs, deans, and instructional coaches.

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We believe logical consequences help students develop self-control by requiring them to examine their behavior and actively reflect on any student misbehaviors. As a result, our behavior management systems emphasize supporting scholars to recognize the choices they made, how those choices contributed to the undesirable outcome(s), what impact their choices had on themselves and others, and what choices they could make differently in the future. DC Scholars employs a ladder of consequences in classrooms to provide teachers with language and actions to support the redirection of students. Within the ladder of consequences, teachers use Class Dojo as a behavior management tool with a tangible consequence and redirection when classroom expectations are not being met or PATH values are not exemplified. In addition, Class Dojo is a method of parent communication and connection to classroom learning, as well as positive reinforcement of the PATH values.

- 3. Strong Staff Culture:** At DC Scholars PCS relationships are at the forefront of our work and an aspect that's foundational to strong staff and student culture. We believe that clarity supports strong relationships and as such DC Scholars has worked to put systems and structures in place to ensure clarity at all levels of the organization. Clarity, consistency and communication serve to build trust - the DC Scholars value that's most closely connected to strong relationships and by extension, strong staff culture. We believe clear, consistent communication helps cultivate a trusting culture and supports high standards for student and adult performance. This school year, the School Director also focused on establishing a culture of accountability for staff by recognizing and celebrating individual and team accomplishments as well providing feedback and support when needed.

- **Effective Instructional Practices**

DC Scholars PCS incorporates core instructional practices designed to quickly move students up to grade level proficiency. These practices include 1) Curriculum Implementation 2) Common Instructional Strategies 3) Emphasized Foundational Skills 4) Attention to Rigor and 5) Multiple Instructional Approaches.

- 1. Rigorous College Prep Curriculum:** DC Scholars PCS uses a combination of externally and internally created curricula to implement a rigorous academic program. In the early childhood grades (PS and PK), scholars are immersed in internally created theme-based units that address key literacy, math, and social emotional skills. Teachers in grades Kindergarten through 4th grade use comprehensive English Language Arts curricula designed by Expeditionary Learning Education; teachers in 5th -8th grade use rigorous EngageNY modules for English Language Arts. All these curricula are aligned with the Common Core State Standards and promote deeper learning about rich topics.

Math curriculum in the elementary and middle school grades revolves around open-ended, problem-based tasks that allow students to develop a deep understanding of math concepts. DC Scholars has adopted the Eureka Math Curriculum for K-8th grade to ensure that at all grade levels students are exposed to a rigorous, standards based and aligned core curriculum. Teachers have weekly intellectual preparation meetings where they review and internalize upcoming standards-based lessons and use classroom specific data to determine what questions and tasks to strategically

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plan for and prioritize. This approach has allowed for the development of a common language, thereby improving the quality of math discourse across the organization.

- 2. Common Instructional Strategies:** DC Scholars PCS uses common instructional practices in every classroom to increase the effectiveness of teachers and maintain consistency for its students. Instructional practices address core academic routines as well as strategies for effective content-based delivery. Common instructional practices create learning environments that are well organized, have clear learning objectives, provide students with lots of “at bats” to apply their knowledge, and place the cognitive load on scholars. In addition to the school’s instructional practices, DC Scholars PCS also provides teachers and leaders with a set of instructional standards that highlight key practices and promote teacher growth through regular individual performance dialogues, weekly intellectual preparation meetings, weekly coaching meetings and weekly professional development sessions. In SY 20-21 DC Scholars updated its teacher rubric based on feedback to further clarify and expand on the expectations for good teaching at DC Scholars. The DC Scholars’ team of leaders also transformed the CLASS rubric into a set of measurable instructional standards for teachers in PS and PK.
- 3. Emphasized Foundational Skills:** Given the grade level gap for many students, building foundational skills in literacy and math is a critical component of instructional practice. The academic model has a balance of grade level content-based instruction and explicit time for daily remediation and intervention.

At DC Scholars PCS, foundational skill building begins with PS and PK scholars. The youngest scholars engage in thematic play and small group math and literacy instruction each day. Teachers plan engaging centers that promote early literacy and numeracy skills and give students rich experiences that build their world knowledge. During the 20-21 school year, the Haggerty Program for foundational skills (phonemic awareness) was added to the ECE curriculum with our youngest scholars now receiving daily instruction in phonological awareness (foundational skills.)

In grades K-8, the daily virtual learning schedule includes at least 1.5 hours for reading and an additional 1.5 hours for math instruction. The virtual learning schedule, particularly in the younger grades provided slightly shorter daily schedules for instruction. Scholars across all grade levels engage in learning through small group rotations throughout the week. Scholars receive either targeted phonics instruction, guided or close reading, and small group math lessons.

- 4. Attention to Rigor:** DC Scholars PCS approaches teaching and learning through a rigorous lens. While many of our students require additional time to revisit and review gap skills, teachers deliver instruction for all skill levels in a manner that honors students’ intellect and zone of development. Lessons challenge and push students to think at higher cognitive levels. DC Scholars PCS utilizes a variety of strategies from *Teach Like a Champion* and learning protocols from Expeditionary Learning Education to ensure that students own most of the reading, writing, thinking, and problem-solving. The Early Childhood Education team continues to develop consistent practices aligned to the CLASS rubric which includes a strong focus on rigorous language and cognitive engagement for all students.

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**5. Multiple Instructional Approaches:** Research demonstrates that students benefit from learning in more than one way. DC Scholars PCS’s instructional approach explicitly incorporates multiple learning modalities and teaching structures in math, literacy and science, each day. Scholars explore and master content through direct instruction, engaging technology programs, inquiry-based learning, student discussions, writing, team projects, and independent reading. Teachers modify and design lessons that meet various student learning modalities every day so that all scholars can access and engage with the material.

- **Practical, Tactical Differentiation for Student Interventions**

Because scholars are at varying levels of achievement, differentiated learning opportunities for each student are imperative. To accomplish this, teachers in all grades focus on maximizing small group and individual instruction. Data-driven decision-making, weekly teacher development sessions, targeted interventions, and effective use of technology support planning for individual and small group instruction.

- **Assessments & Data-Driven Decision Making:** DC Scholars PCS utilizes several assessments to evaluate student learning and teaching, as well as structured approach to engage with the data to monitor progress. The following assessments are used throughout the academic year:

- Every Child Ready | PS-PK | Math & Literacy
- Heggerty Assessment | PS-PK | Foundational Skills
- iReady Assessment | Grades K-8 | Math & Literacy Growth, Achievement
- ANET | Grades 2-8 | Math & Literacy Interim Assessments
- Curriculum Based Module and Unit Assessments | Grades K-8 Math & Literacy

DC Scholars PCS employs a cyclical approach to data collection, analysis, and action. Effective use of data provides students with targeted instruction and intentional interventions. Teachers also use student data to inform the flexible formation of small groups, instructional delivery, and lesson plans. The DC Scholars PCS team is data driven at its core. Under the leadership of the Head of School, School Director, Academic Directors (ELA, Math) and instructional coaches, teachers regularly review key data points and make careful instructional adjustments. The DC Scholars PCS team uses several data review structures including consistent data conversations, review of student performance on formative assessments, and data review PD sessions after each iReady or ANet interim assessment.

- **Targeted Interventions:** For SY 2020-21, DC Scholars PCS continued to provide academic intervention efforts to ensure that students received targeted instruction at their levels, even in a virtual setting. Each year, teachers identify students for interventions on an on-going basis using the previous year’s state and nationally normed tests, BOY and MOY data, prior teacher recommendations, and unit test performance. Teachers deliver interventions using research-based curriculum; then, they regularly assess, track and review student progress through assessments.

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Annually, teachers also plan and teach targeted and rigorous small group instruction in addition to implementing research-based learning programs for interventions and enrichment during literacy and math blocks. The School Director creates thoughtful daily schedules for each grade level and provide daily push-in and pull-out support as well as learning through technology for all students with disabilities.

- **Effective Use of Technology:** In SY 2020-21, DC Scholars PCS expanded its use of technology to support access to learning during a virtual setting. Students learned and became familiar with a blend of programs including Zoom, Google Classroom, DOJO, and the iReady intervention program. DC Scholars PCS purchased Chromebooks for all scholars across all grade levels so that students could continue to receive instruction in Reading, Math and Science via direct teacher virtual instruction and iReady throughout the school year. These programs allowed teachers to further monitor and assess student progress on grade level standards.

### **Enrichment and Afterschool Program**

A core component of a strong after school program is the infusion of a robust enrichment program that is designed to support character building without compromising student achievement. After school and summer enrichment programs are critical factors in:

- Preparing students and matriculating them to college-prep high schools
- Developing a sense of community within and surrounding the school
- Supporting with the prevention of summer learning loss

Though DC Scholars PCS believes in the importance of helping students develop their unique interests beyond the walls of the classroom, in SY 20-21, scholars were not able to participate in the Afterschool Program due to COVID-19 and remote learning implications. DC Scholars will continue however to offer our afterschool program to students during the 21-22 school year.

### **Parent and Family Engagement**

DC Scholars PCS believes that the collective commitment from students, families, parents, and the neighboring community is integral to solidifying a culture of achievement. The Community and Family Engagement program seeks to form strategic partnerships with families, community members, and other stakeholders to increase the success and academic achievement of all scholars.

Achievement-focused family engagement is critical to helping DC Scholars PCS achieve its mission and goals. *A focus on learning* ensures that every initiative that DC Scholars PCS plans, develops, and launches will support the learning and academic growth of scholars, at home and in school.

DC Scholars PCS recognizes that families and community members add strength, resources, and knowledge about the children and community served. The family engagement framework consists of four major components:

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- *Building Trusting & Authentic Relationships* – Relationships are the foundation of family engagement. Teachers at DC Scholars PCS schedule virtual home visits with students and their guardians at the start of the school year. These visits give teachers an opportunity to establish an authentic relationship with the student, get to know family outside of school, and engage in an authentic conversation about hopes, dreams, and expectations for their scholars.
  - *On-Going Communication* – DC Scholars PCS prioritizes two-way communication with families to ensure dialogue is effective and provides accessible, understandable, and actionable information. DC Scholars PCS staff use Class Dojo to facilitate this two-way communication with families about class assignments, lessons, and homework support. DC Scholars PCS also provides parents with weekly data about their scholar’s academic, behavior, and attendance progress in an easily understandable, meaningful, and actionable form.
  - *Collaborative Activities with Families* – Our family engagement activities empower and educate parents to support DC Scholars PCS with the academic, social, and emotional development of their children. The DC Scholars PCS Culture Team plans activities that intentionally provide ideas and strategies to families to help their students at home with homework and other curriculum-related activities.
  - *Community Resources and Family Support* – DC Scholars PCS Community Manger identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.

DC Scholars PCS engages all stakeholders, namely families, community organizations, and resources, in a scholar’s success through numerous strategies and events, including:

- Individualized virtual home or community visits
- Family orientation meetings for new and returning families
- Evening academic events for families to interact with teachers, leaders, and school partners, including Open Houses, Academic Nights, and Academic Conferences
- School-wide assemblies and Honors Breakfast gatherings
- Focus groups and feedback forums, such as Parent Action Breakfast, Interim Head of School Meet and Greets, and groups for mothers or fathers (e.g. Muffins for Moms, Donuts for Dads)
- Partner fairs and events with external community organizations such as Joyful Market with Martha’s Table.

DC Scholars also continues to partner with a variety of community-based organizations. DC Scholars continues its partnership with Martha’s Table in hosting monthly Joyful Markets that providing an opportunity for students and their parents to shop for no-cost fresh produce at the school. We began a partnership with Love and Carrots to maintain a community garden dedicated to a student lost in the community. In November, our team usually hosts an annual "Feast of Thanks" program, which includes outdoor games and a petting zoo for families to fellowship with one another, school leaders, staff, and community partners.

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## Response to COVID -19 and Implementation of Distance Learning

DC Scholars PCS continued to work towards its mission despite having to pivot unexpectedly to a virtual learning model after March 13, 2020 due to the COVID – 19 pandemic. This model lasted from March 2020 until students returned to the building on August 31st of SY 21-22. The virtual learning model provided synchronous and asynchronous remote learning opportunities for all students, including those who were defined as at risk, English learners, and/or with disabilities, without further compromising their health and socio-emotional well-being. DC Scholars distributed technology (i.e. Chromebooks, tablets, and chargers), flashcards, lab equipment, school supplies, textbooks and/or workbooks to all students to ensure seamless instruction, as well as WiFi for families who expressed the need. All DC Scholars families were provided with training on our technology platforms and applications for virtual learning before virtual learning started via videos, zoom meetings, and step by step written directions all compiled on our website for ongoing access.

To maintain a high level of academic rigor, PS – PK grades received live synchronous instruction four days per week, and on the asynchronous day teachers provided pre-recorded lessons. Students in grades K – 8<sup>th</sup> received live lessons four days each week, where the sessions comprised of Tier 1 and Tier 2 instruction with the support of curriculum programs. Assessments taken at the beginning of the year determined performance levels in both ELA and Math, and teachers used that data to drive their instructional planning and small group support.

Teachers closely monitored student work and progress. Teachers provided students with feedback on assignments through our learning management platforms: Class Dojo (Grades PS-2) and Google Classroom (Grades 3-8). Teachers administered end of unit and module assessments in accordance with our school curriculum calendar. To ensure that families were aware of their students' progress, DC Scholars teachers provided detailed grade reports with comments, describing each students' engagement in virtual learning as well as the student's academic strengths and areas for improvement.

DC Scholars continued to ensure we were aligned with IDEA and OSSE timelines and provision of services as much as possible during COVID-19 and virtual learning. All timelines for the Eligibility and IEP process, including response to referrals, Analyze Existing Data meeting, IEP meetings, IEP amendment meetings, 30-60 day reviews, and Eligibility meetings continued to be conducted in alignment with IDEA and OSSE guidance and timelines. Meetings were held virtually via phone or video call (zoom platform), and all paperwork was provided via email and/or DocuSign.

Timelines for parent communications, invitations, drafts, and final documents, as well as prior written notice were provided within the IDEA and OSSE timeline policies as well. All evaluations were ordered on time and with parent consent, provided in writing by email or DocuSign. All evaluations were completed, as much as possible, within the required timelines. However, for evaluations that required any in-person assessment(s) of a student, we worked to establish a mutually agreed upon timeline with the parent and ensured the assessment occurred safely on school grounds in accordance with health and safety guidelines. We notified parents verbally and in writing (Prior Written Notice) and noted their agreement, as necessary, for updated timelines due to COVID - 19/virtual learning. If the agreed upon timeline could not be met due to changes in health and safety guidelines, we

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reconvened with the parent/guardian, team, and evaluators to determine best next steps and timelines, documenting on a prior written notice. For evaluations that could be conducted virtually, we continued to maintain federal and OSSE timelines.

DC Scholars used service logs for all related services in SEDs for documentation and logged specialized instruction and implementation of academic services, accommodations, and supplemental aids and services during distance learning in a tracker for each individual student. Related services providers and special education teachers tracked all their sessions, what supports/services/accommodations were provided, and any attempts or communications with families. Special Education case managers connected with each family to understand their preferred mode of communication and best time of day to connect.

All English Language Learners were also able to be instructed through our virtual learning model. All students received language instruction through their ELA block, and our ELL teacher offered push-in services and consulted to support language skills throughout learning. Additionally, students that are English Language Learners also received small group instruction with their ELL teacher focused on their language needs and in response to their data. This support plan was built into the master schedule and implemented with fidelity. We provided learning kits to support ELL students with virtual learning that include bilingual texts and flashcards for language.

## I. School Performance

### Performance and Progress

#### Progress in Achieving the Mission

DC Scholars continued to work towards its mission: to prepare students for the path to college and provide students with the foundation of life skills to become productive members of their community. Annually, we utilize our students' results on the Partnership for Assessment of Readiness for College and Careers (PARCC) as an indicator of our effectiveness in preparing student for college readiness.

Due to COVID-19 and virtual learning, the MAP and PARCC assessments were not administered during SY 19-20. As a part of the DC Scholars' strategic plan and to be maximally prepared for a virtual learning model in SY 20-21, the school made several strategic decisions and shifts to ensure the highest level of support to students and staff during the school year.

To improve our students' readiness for college and careers, DC Scholars continued to build on its leadership model and structure to ensure that teachers had appropriate levels of support in teaching and learning throughout COVID. With a permanent Head of School in place, DC Scholars restructured its model moving an elementary and middle school model that had two different Principals to a PreS-8<sup>th</sup> grade, one Principal model. In SY 2020-21, LeAngelo Emperor, founding teacher at DC Scholars, became the school's first Pres-8<sup>th</sup> grade Principal. This shift served to ensure culture alignment across the school while streamlining

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structures and processes for the development of all leaders.

In addition to this shift, DC Scholars also added a Manager of Student Culture to its model in SY 20-21. This Culture Manager worked closely with deans and behavior techs to manage all attendance and culture processes which required deeper oversight and support during Virtual Learning. The Manager of Student Culture would also join in the strategic planning work to ensure that lessons learned from SY 20-21 would pave the way for quality strategic planning for SY 21-22. Additionally, a Manager of Student Support was added to the leadership model to provide greater support to special education teachers and students in navigating some of the shifts and compliance updates that emerged due to COVID-19 and the work of implementing a virtual learning program.

During SY 20-21, DC Scholars continued to improve in its structures for leadership development. Monthly schoolwide leadership team meetings, weekly Director Team meetings, supervision meetings, coaching meetings with leaders – with clear structures for feedback and accountability set the stage for aligned support for teachers. DC Scholars also continued to improve its structures for teacher development to include weekly content team meetings, weekly culture meetings, weekly intellectual prep meetings, weekly grade level team meetings, Friday full day professional development sessions on culture and instruction. The implementation of a Pres-8<sup>th</sup> grade Principal structure, as well as a Culture Manager and Special Education Manager across the school, and two Academic Directors (ELA and Math) allowed the school to benefit from consistent and aligned support for culture, special education and academics, which we believe had a solid impact on teacher development and student achievement.

Despite significant challenges due to COVID-19 and the challenges of implementing a virtual learning model for the first time, there were pockets of success in the data at DC Scholars.

In its first year of implementing the Heggerty Assessment, 61% of our preschoolers were able to meet the phonological awareness goals. Additionally, approximately half of our students (49%) in grades Kindergarten-8<sup>th</sup> grade were able to make their typical growth goals in English Language Arts on the iReady assessment.

To build momentum and improve based on consistency and lessons learned, the PreS-8<sup>th</sup> grade academic program will utilize the same assessments in SY 21-22. The goals outlined below are to ensure that students continue to make academic progress despite the challenges in this educational climate.

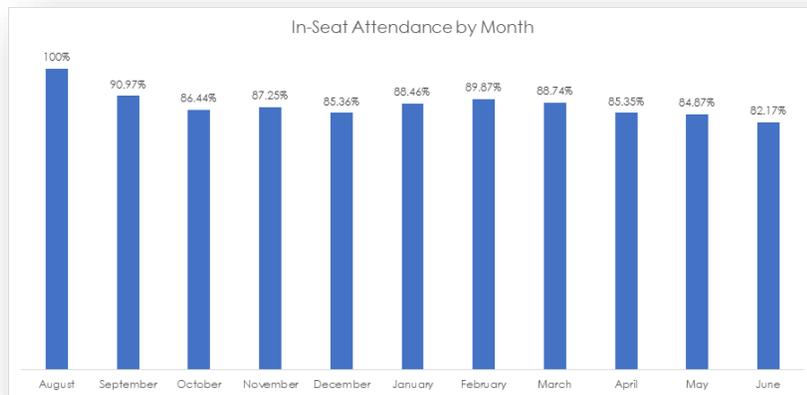
## Data for Accountability

	SY 2020-2021 GOALS	Actual	SY 2021-2022 GOALS
<b>Attendance (ISA)</b>	95% PS-8 <sup>th</sup>	<b>87.22% PS-8<sup>th</sup></b>	95% PS-8 <sup>th</sup>
<b>Reenrollment</b>	85% of our current families will re-enroll with us in SY21-22	<i>20-21 Data not available until October...</i>	At least <b>85%</b> of our current families will re-enroll with us in SY21-22
<b>K-8 Math and ELA iReady Growth Goal</b>	<ul style="list-style-type: none"> <li>70% of students K-8 meet <b>typical growth</b> in ELA and Math</li> <li>70% of students who are 2+ grade levels behind meet <b>stretch growth</b> in ELA and Math</li> </ul>	<b>Typical Growth</b> Math – <b>42%</b> ELA- <b>49%</b>	<ul style="list-style-type: none"> <li><b>70%</b> of students K-8 meet <b>typical growth</b> in ELA and Math</li> <li><b>70%</b> of students who are 2+ grade levels behind meet <b>stretch growth</b> in ELA and Math</li> </ul>
<b>EC EL Skills</b>	<b>Heggerty - Phonological Awareness</b>  At least <b>70%</b> of Preschool students will be at 'developing' or above in 4/6 literacy domains by EOY  At least <b>70%</b> of Pre-K students will be at 'secure' in 4/6 literacy domains	<b>Heggerty - Phonological Awareness</b>  <b>Preschool: 61%</b> of students were developing or above in 4 literacy domains  <b>PreK: 48%</b> of students were secure in 4 literacy domains	<b>EL (Letter ID/Sounds)</b> At least <b>70%</b> of PreS students will know 10 uppercase letters and 5 sounds by EOY  At least <b>70%</b> of PreK students will know 20 uppercase, letters and 20 sounds by EOY  <b>Heggerty - Phonological Awareness</b> At least <b>70%</b> of Pres students will be at 'developing' or above in 4/6 literacy domains by EOY  At least <b>70%</b> of Prek students will be at 'secure' in 4/6 literacy domains

## In-Seat Attendance

In SY 2018-19, our last school year, prior to the COVID-19 pandemic, we increased in-seat attendance (ISA) back to 92.3%, a 2.6% increase from SY2017-18. In SY 2019-20 attendance averaged above 90% with 98% attendance at the start of the year, and 93% attendance in February prior to the school building closing in March. In SY2020-21, our ISA was 87.2%. DC Scholars had an attendance team that met weekly to ensure we were effectively following up on attendance data. The attendance team implemented schoolwide attendance incentives and followed up with absent students and their families to encourage them to

consistently attend virtual class sessions and complete assignments.



## Suspension Data

The schoolwide suspension rate at DC Scholars decreased from 13% in SY 2018-19 to 5.4% in SY 2019-20. In SY20-21, there were no recorded suspensions.

We believe that equipping our teachers with responsive classroom practices and ensuring that curriculum and instruction at all grades is student-centered, targeted, and rigorous for every scholar reduced the amount of manifestations of Tier 3 and 4 student behaviors and encouraged academic growth.

## Unique Accomplishments

### Progress in Achieving the Mission

In SY20-21, DC Scholars PCS also received the following award:

**Partner School with the Bainum Foundation:** DC Scholars PCS was selected as a partner school by the Bainum Foundation for the third year in a row: SY 2018-19 thru SY2020-21. In partnership with the Bainum Foundation, DC Scholars reviewed our culture systems and structures and provided professional development to our school leaders on trauma-informed culture.

A unique accomplishment at DC Scholars' during SY 20-21 is the tremendous growth that the school made on the Insight Survey. The Insight Survey is administered to all staff members during the school year and allows for schools to compare progress over time. DC Scholars set Insight Survey goals for SY 2020-21 on critical indicators for success. The results below demonstrate 10-20 point growth in all indicators of focus for SY 20-21 – an amazing accomplishment during an incredibly challenging school year.

Indicator	DC Charters Top Quartile	DCS 2019 Score	SY20-21 Goal	DCS 2020 Score <i>*COVID Virtual School</i>	DCS Change from 2019 to 2020
My school articulates a clear overarching vision that drives priorities, goals, and decision making in the school.	89%	45%	N/A	<b>71%</b>	+26%
The expectations for effective teaching are clearly defined at my school.	88%	59%	80%	<b>75%</b>	+16%
Leaders at my school seek out feedback from teachers.	83%	41%	65%	<b>71%</b>	+30%
School leaders promote a safe and productive learning environment in my school.	94%	63%	75%	<b>75%</b>	+12%

## List of Donors

Donor List (Monetary or In-Kind)	
Source	Amount
Robert Weinberg	\$30,500.00
Bainum Family Foundation	\$25,000.00
Peter Kolker	\$5,000.00
Evan Piekara	\$700.00

## Data Report

### SY2020-21 Annual Report Data Report

#### GENERAL INFORMATION

Source	Data Point
PCSB	<b>LEA Name:</b> DC Scholars PCS
PCSB	<b>Campus Name:</b> DC Scholars PCS
PCSB	<b>Ages served:</b> PK3-8
PCSB	<b>Overall Audited Enrollment:</b> 605

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	40	68	75	53	61	59	51	48	59
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED *
Student Count	45	46	0	0	0	0	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

Source	Data Point
School	<b>Total number of instructional days:</b> 176
PCSB	<b>Suspension Rate:</b> 0.00%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.00%
PCSB	<b>In-Seat Attendance:</b> 87.2%*
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>

#### STUDENT DATA POINTS

Source	Data Point
PCSB	<b>Midyear Withdrawals:</b> 1.2% (7 students) *
PCSB	<b>Midyear Entries:</b> 0.0% (0 Students) *
PCSB	<b>Promotion Rate (LEA):</b> 97.7%
PCSB (SY19-20)	<b>Graduation Rate:</b> Not applicable
PCSB (SY19-20)	<b>College Admission Test Scores:</b> Not applicable
PCSB (SY19-20)	<b>College Acceptance Rates:</b> Not applicable

## TEACHER/ADMIN DATA POINTS

Source	Data Point
School	<b>Teacher Attrition Rate:</b> 42%
School	<b>Number of Teachers:</b> 69 <i>"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.</i>
School	<b>Teacher Salary</b> 1. Average: \$62,842.90 2. Range: a. Minimum: \$36,050.04      Maximum: \$93,652.00
School	<b>Executive Compensation:</b> <ul style="list-style-type: none"> <li>Contracted Executive Coach, Interim Head of School: \$260,850.00</li> <li>Contracted Executive Director, Dir. Of Operations: \$245,556.25</li> <li>Director of Academics, Interim Head of School: \$146,037.94</li> <li>Director of English Language Arts: \$109,851.19</li> <li>Director of Math: \$109,848.13</li> </ul>

**\*Notes:**

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 and 5/31 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

- A. Staff Roster for SY 2020-21**
- B. Board Roster for SY 2020-21**
- C. Unaudited Year-end 2020-21 Financial Statement**
- D. Approved SY 2021-22 Budget**

## Appendix A: SY 2020-21 Staff Roster

Name	Position Title	Highest Degree Earned	Start Date
Adams, Ja-Naia	Elementary Teacher	Masters	8/7/2017
Aina, Andre	Intervention Coach	Masters	8/03/2020
Aremu, Olajumoke	ELA Teacher	Bachelors	8/12/2020
Arthur, Margaret	Middle School Science Teacher	Bachelors	9/9/2019
Beal, Adrienne	Early Childhood Teacher Assistant	Bachelors	2/7/2018
Bell, Victoria	Associate Teacher	High School Diploma	9/28/2020
Best, Shadonna	Teacher Assistant	High School Diploma	12/13/2016
Booker, Jessica	Elementary Teacher	Bachelors	8/3/2018
Boone, Jennifer	Middle School Humanities Teacher	Bachelors	8/9/2016
Bragg, Rashida	Teacher Assistant	High School Diploma	8/2/2017
Branch, Terrell	Teacher Assistant	High School Diploma	9/27/2018
Brewington, Michael	Dedicated Aide; Behavior	Associates	03/23/2016
Brown, Darrel	Dedicated Aide	High School Diploma	11/02/2020
Bruce, Aneka	Intervention Manager	Bachelors	10/23/2020
Bryant, Casey	Teacher Assistant	High School Diploma	8/29/2016
Bryant, Tracy	Temporary Staff	High School Diploma	03/05/2018
Carter, Miche'lyn	Elementary Teacher	Bachelors	2/24/2016
Christian, Sheneil	Dean of Culture	Bachelors	1/04/2021
Cotton, Keven	Associate Director of Finance & Development	Bachelors	07/06/2020
Crawford, Devon	Elementary ELA Teacher	Bachelors	8/5/2019
Cumberbatch, Amber	Special Education Teacher	Bachelors	8/9/2018
Davis, Destinee	Dedicated Aide	High School Diploma	8/29/2016
Deibel, Jillian	Elementary Math Teacher	Masters	8/12/2020
DeLoatch, LaVita	Teacher Assistant	High School Diploma	2/27/2017
Diaz, Analise	HR & Talent Associate	Bachelors	8/03/2020
Drew, Azure	Elementary Teacher	Masters	08/12/2020
Druhan, Maura	Elementary Interventionist	Bachelors	12/2/2013
Edmunds, Marilyn	Director of Talent	Masters	7/16/2019
Emperor, LeAngelo	School Director	Bachelors	8/30/2012
Espana, Bridget	Registrar	Bachelors	5/03/2021
Fortune-McCoy, Olette	K-1 Special Education Teacher	Bachelors	9/28/2020
Gallemore, Tony	Middle School Dean of Culture	Bachelors	7/1/2019
George, Zaria	Early Childhood Teacher	Masters	8/3/2016
Grant, LaTasha	Early Childhood Teacher	Masters	6/26/2017
Green, Tiffany	Associate Director of Operations	Bachelors	6/3/2019
Greenleaf, Tiesha	Early Childhood Teacher	Masters	8/15/2012
Griffiths, Shari	ELA Instructional Coach	Bachelors	07/01/2020

Name	Position Title	Highest Degree	Start Date
Hammett, Shar-da	Special Education Teacher	Bachelors	8/2/2017
Harmon, Paul	Middle School Math Teacher	Bachelors	8/13/2019
Harris, Brittany	4 <sup>th</sup> Grade Math Teacher	Bachelors	11/30/2020
Harris, Danielle	Special Education Teacher	Masters	8/3/2018
Harris, Kimberly	Middle School ELA Teacher	Bachelors	9/28/2016
Harrison, Tiffany	Registrar	High School Diploma	2/23/2015
Helms, Amy	Director of Academics, Interim Head of School	Masters	7/01/2021
Henderson, Kyeko	Manager of Student Support	Masters	06/29/2020
Hudley, Tyrell	Dedicated Aide	High School Diploma	10/16/2014
Hughes, Shenel	Recruiter	Masters	3/22/2021
Im, Sabrina	Elementary Teacher	Bachelors	8/12/2020
Iroegbu, Trametria	Kitchen Manager	High School Diploma	9/16/2015
Jackson, l' Aisha	Middle School Special Education	Bachelors	11/16/2020
Jackson, Stephanie	Dedicated Aide	High School Diploma	8/5/2019
Janifer, Khalia	Early Childhood Teacher	Bachelors	12/1/2016
Jefferies, Emily	Special Education Coordinator (Temporary)	Masters	1/30/2020
Johnson, Jenina	Teacher Assistant	High School Diploma	8/31/2018
Johnson, LaChuna	Afterschool Coordinator	High School Diploma	3/20/2017
Johnson, Nekeshiea	Elementary Music Teacher	Bachelors	12/15/2016
Jones, Sharneise	Early Childhood Director of Curriculum and Instruction	Masters	8/15/2012
Jones, Dennis	Physical Education & Health Teacher	Bachelors	8/2/2017
Kelly, Gabriella	Dedicated Aide	High School Diploma	10/26/2020
Kurt, Maria	Special Education Teacher	Bachelors	8/12/2020
Leeds, Ezekiel	Special Education Teacher	Masters	8/3/2018
Louis, Nancy	Social Worker	Masters	7/29/2020
Love, Brittany	Behavior Technician	High School Diploma	9/30/2016
McCoy, Kysien	Technology Associate	Bachelors	5/17/2021
McNeil, Jason	Middle School Math Teacher	Masters	8/3/2018
Miller, Izabela	Head of School	Masters	4/20/2020
Moon, Heleena	Math Instructional Coach	Bachelors	8/03/2020
Mosley, Jacqueline	Associate Director of Data & Tech	Masters	12/11/2017
Muhammed, Mujihad	Teacher Assistant	Bachelors	8/7/2017
Nwogu, Nancy	School Counselor	Masters	8/14/2017
Owsley, Chimire	K-1 Instructional Coach	Masters	8/15/2012
Pimble, Shertoni	Kitchen Staff: Food Service Aide	High School Diploma	7/25/2014

Name	Position Title	Highest Degree	Start Date
Rashaw, Alyssa	Operations Associate	Bachelors	3/15/2021
Redeemer, Alexis	Director of ELA	Masters	2/14/2020
Ricketts, Tameka	Teacher Assistant	High School Diploma	8/16/2017
Richardson -Turnquest, Jessica	Recruitment Manager, Director of Talent	Masters	1/3/2020
Roberson, Kiara	Middle School ELA Teacher	Masters	8/12/2020
Rodgers, Nilka	MS Math Special Education	Masters	8/12/2020
Royal, Simone	Elementary Teacher	Bachelors	8/12/2020
Rushing, Sylvia	Intervention Manager	Bachelors	3/13/2020
Sarvis, Jordan	Technology Intern	High School	09/28/2020
Scott-Davis, Jeanine	Middle School Special Education Teacher	Bachelors	9/23/2019
Seabrooks, Melanie	Teacher Assistant	High School Diploma	8/3/2016
Smith, Daunte (Don)	Operations Associate	Bachelors	07/06/2020
Smith, Melissa	Elementary Math Teacher	Masters	8/2/2017
Speight, Jennifer	Early Childhood Teacher	Bachelors	8/15/2012
Stone, Emily	Business Manager	Masters	7/01/2019
Taylor, Darren	Registrar	Bachelors	9/28/2020
Terrell, Chauncey	Building Porter	High School Diploma	8/13/2015
Thomas, Thomasena	Elementary Teacher	Bachelors	9/14/2020
Thomas, Shayla	Long Term Substitute	Bachelors	9/28/2020
Thornton, Walter	Special Education Coordinator	Bachelors	8/24/2020
Tillman, Dwight	Middle School Math Teacher	Bachelors	8/12/2020
Turk, Latrice	Elementary ELA Teacher	Bachelors	8/12/2020
Vines, Tanesha	Associate Director of Finance & Development	Masters	1/11/2021
Welch, Colin	Director of Finance and Operations	Masters	6/01/2021
Whitby, Brittany	Director of Math	PhD	1/3/2020
Wiley, Nicole	Community Manager	High School Diploma	10/7/2013
Wiley, Raven	Teacher Assistant	High School Diploma	10/5/2015
Williams, Dante	Elementary Teacher	Masters	8/12/2020
Williams, Jahlita	Physical Education, Health Teacher	Bachelors	3/6/2017
Williams, Kennika	Dedicated Aide, Substitute	High School Diploma	10/02/2017
Williams, Sharnita	Elementary Art Teacher	Bachelors	8/5/2019
Williams, Xiomara	Special Education Teacher	Bachelors	8/5/2019
Wilson, LaShondra	Teacher Assistant	Bachelors	9/17/2018
Young, Diamond	Attendance Associate	High School Diploma	8/29/2016

## Appendix B: SY 2020-21 Board Roster

Name	DC Resident	Board Positions	Date of Appointment	Renewal Date	Expiration of Term
Andrew Ellenbogen	Yes	<b>Treasurer, Finance Committee Chair</b>	9/2016	9/2019	9/2022
Tiffianne Hudnall	Yes	<b>Parent Board Member</b>	8/2020		8/2023 <b>Resigned 07/01/21</b>
Erica Jackson	Yes	<b>Academic Committee Chair</b>	03/2020		03/2023
Peter Kolker	Yes	Committee Member	9/2017		9/2020 <b>(Did not Renew)</b>
Jacquelyn Lendsey	No	<b>Head of School Oversight Committee Chair</b>	03/2020		03/2023
Maegan Marcano	Yes	<b>Development Committee Chair</b>	1/2019		1/2022
Porchia Nixon	Yes	<b>Parent Board Member</b>	8/2020		8/2023 <b>Resigned 07/01/2021</b>
Robert Patterson	No	Committee Member	11/2020		11/2023
Evan Piekara	Yes	Committee Member	1/2019		1/2022
Janelle Suggs	Yes	Committee Member	9/2017	9/2020	9/2023
Robert Weinberg	Yes	<b>Board Chair</b>	9/2013	9/2019	9/2022
Crystal Williams	No	<b>Governance Committee Chair</b>	10/2019		10/2022
Timmecca Wilson	Yes	<b>Parent Board Member</b>	9/2018		9/2021 <b>Resigned 07/2020</b>

## Appendix C: Unaudited Year-End 2020-21 Financial Statement

### DC Scholars Public Charter School

#### FY21 Unaudited Financials

July 2020 through June 2021

Income Statement	Actual
Revenue	
State and Local Revenue	11,839,770
Federal Revenue	2,592,558
Private Grants and Donations	61,431
Earned Fees	(117,534)
Donated Revenue	193
<b>Total Revenue</b>	<b>14,376,418</b>
Expenses	
Salaries	5,688,829
Benefits and Taxes	992,648
Contracted Staff	7,052
Staff-Related Costs	34,519
Occupancy Service	502,663
Direct Student Expense	624,584
Office & Business Expense	1,486,611
Donated Expense	0
Contingency	0
<b>Total Expenses</b>	<b>9,336,905</b>
Operating Income	5,039,513
Extraordinary Expenses	
Interest	440,739
Depreciation and Amortization	1,022,731
<b>Total Extraordinary Expenses</b>	<b>1,463,470</b>
<b>Net Income</b>	<b>3,576,043</b>

## Appendix D: Approved SY 2021-22 Budget

### DC Scholars Public Charter School

SY21-22 Approved Budget

July 2021 through June 2022

Income Statement		Budget
Revenue		
State and Local Revenue		11,521,060
Federal Revenue		2,581,617
Private Grants and Donations		25,000
Earned Fees		72,000
<b>Total Revenue</b>		<b>14,199,677</b>
Expenses		
Salaries		7,519,948
Benefits and Taxes		1,323,970
Contracted Staff		25,000
Staff-Related Costs		109,000
Occupancy Service		830,605
Direct Student Expense		1,083,922
Office & Business Expense		1,348,747
Contingency		367,236
<b>Total Expenses</b>		<b>12,608,428</b>
Operating Income		1,591,249
Extraordinary Expenses		
Interest		416,080
Depreciation and Amortization		1,148,971
<b>Total Extraordinary Expenses</b>		<b>1,565,051</b>
Net Income		26,198
Cash Flow Statement		Budget
Net Income		26,198
Cash Flow Adjustments		
Add Depreciation		1,148,971
Operating Fixed Assets		(251,000)
Other Operating Activities		127,168
Per-Pupil Adjustments		(0)
Unrestricted Equity		0
Facilities Project Adjustments		(485,182)
<b>Total Cash Flow Adjustments</b>		<b>539,956</b>
Change in Cash		566,154