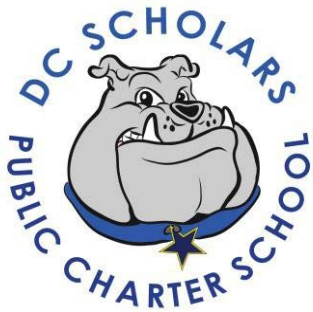


# DC Scholars PCS Annual Report



Scholars Today,  
Leaders Tomorrow.

## School Year 2021-22

Under Leadership of:

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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. In SY21-22, DC Scholars prioritized a strong reopening post the COVID-19 pandemic, schoolwide operations, talent recruitment and retention, leader development, and academic recovery.

#### 1. Strong Student 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, socio-emotional learning, and a focus on relationships.

At DC Scholars PCS, we believe that scholars thrive when they are known and supported. Our staff development begins with an emphasis on relationship building techniques. 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. This year, schoolwide routines and transitions were updated to reflect social-distancing and guidelines and Health and Safety mandates.

With a strong foundation in relationships and routines, students engage in a rigorous academic program and learn lifelong skills necessary for success in college and career. Our school uses the language of our PATH values (Prepared/Professional, Attentive, Thoughtful and Hardworking) to reinforce these critical habits.

- **Social-Emotional Learning**

DC Scholars believes in providing whole child approaches and social emotional learning adapted for all scholars. Each teaching team is provided with scripted social skills lesson plans that are implemented during the Morning Meeting

block. During the first six weeks of school there is a strong emphasis on relationship building. 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.

- **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 is critical for the return to in person learning. In our disciplinary model, we are using a tiered behavior approach to ensure 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.

We believe logical consequences help students develop self- control by requiring them to examine their behavior and actively reflect on any 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.

## 2. Strong Staff Culture

An effective staff culture is at the core of our work. DC Scholars has made significant investments in leader development and teacher development and worked to solidify consistent practices for communication, operations, decision-making, and development. Clear, consistent communication helps cultivate a trusting culture and supports high standards for student and adult performance.

- **Focus on Leader Development**

Leadership development is the foundation for dramatic teacher growth - and by extension, dramatic growth for students. As such, during SY 21-22, DC Scholars continued to build upon its leadership development structures as well as implemented new initiatives to support strong leadership development.

At the Director level, educational stipends were offered for leaders to take advantage of professional development opportunities such as the Standards Institute, Lavinia Group, etc. Executive Coaching was also offered at the Director level, with Directors receiving feedback on strategic plans, various meetings documents, planning for various meetings, execution on meetings and professional development sessions, difficult conversations, etc.

For SY21-22, DC Scholars also continued to invest heavily in training managers and mid-level leaders. We believe that we must better equip our leaders with the pedagogical content knowledge and leadership skills to more effectively lead teachers who will, in turn, lead our students to greater success. Therefore, leaders and instructional coaches received the following training and support:

### **For Managers and Mid-Level Leaders**

From June-August 2021 (Summer Leadership Development), all instructional coaches and schoolwide leadership team members received training in their core content as well as leadership practices.

Leadership development sessions included the following:

- DC Scholars mission and values
- Leader presence
- Management Practices: Relationship building, accountability,
- Coaching model and rubrics
- Health and Safety Procedures
- Schoolwide routines
- Academic model
- Assessments

Additionally, on a weekly basis, leaders meet with their direct manager to get support and feedback on their facilitation of professional development and teacher coaching. All instructional coaches meet with the School Director, Director of ELA and/or Director of Mathematics on a weekly basis to conduct classroom walk-throughs, norm on our bar for excellent teaching, practice



observation-feedback, and prepare for upcoming professional development sessions.

DC Scholars' leadership development model is comprised of consistent coaching and feedback to leaders be it via - walking the walk with leaders, observing and providing feedback on various leader interactions (i.e. meetings, professional development sessions, etc.), observing video recordings of various interactions and providing feedback, reviewing planning documents, scope and sequence documents, agendas, etc. in advance and providing feedback, etc. Through this strong focus on observation and feedback at all aspects of the work, leaders are able to get better faster and develop stronger alignment in supporting teachers.

- **Focus on Teacher Development**

During SY 21-22 several updates and improvements were made to align on and accelerate teacher development across the organization.

- Updating DC Scholars Teacher Rubric and ensuring alignment of language and use of teacher rubric across the organization
- Implementation and execution of weekly Intellectual Preparation meetings for all teachers
- Weekly coaching meetings and professional development for teachers
- Implementation of a Continuous Improvement Cycle that allowed for teacher step-back and reflection, with opportunities for form feedback throughout the year.
- The implementation of a performance-based compensation structure that provided additional compensation to teachers performing at effective and highly effective levels

### **DC Scholars' Teacher Rubric**

DC Scholars' K-8 Teacher Rubric adapts evidence-based practices from the TNTP Core Teaching Rubric which seeks to answer the following questions:

- Are all students engaged in the work of the lesson from start to finish?
- Are all students engaged in content aligned to the appropriate standards for their subject and grade?
- Are all students responsible for doing the thinking in this classroom?
- Do all students demonstrate that they are learning?

### TNTP Core Teacher Rubric

It also incorporates various component indicators of the Danielson Framework under the following domains:

- Planning and Preparation
- Classroom Environment
- Quality Instruction

## · Professional Responsibilities

Ultimately, the DC Scholars K-8 Teacher Rubric seeks to blend evidence-based practices from the TNTP Core Teacher Rubric and the Danielson Framework alongside DC Scholars' specific expectations for student, adult and community culture.

DC Scholars' EC Teacher Rubric seeks to achieve a similar goal, except that the EC Observation tool pulls largely from the CLASS Observational Assessment, which is an evidence based observation tool designed to measure the quality of teacher-child relationships and interactions within Early Childhood classrooms. In addition to the CLASS Observational Assessment, the EC Rubric also incorporates the Classroom Environment domain from TNTP, aspects of the Professional Responsibilities domain from the Danielson framework as well as DC Scholars specific expectations for student, adult and community culture.

### **Weekly Instructional Preparation**

Each week teachers engage in weekly Instructional Preparation meetings with their coaches as one of several development opportunities at DC Scholars. During this time teachers review and prepare for upcoming lessons with their coaches, using standards and objectives from the curriculum as well as student exit ticket data. Weekly IP meetings ensure the highest level of teacher preparation so that teachers are consistently prepared to provide students with a high-quality lesson.

### **Weekly Coaching Meetings and Professional Development**

Teachers and coaches at DC Scholars also engage in weekly coaching meetings and weekly professional development (on half-day Wednesdays.) The purpose of weekly coaching meetings is for teachers to 1) receive feedback on their delivery of instruction 2) practice/ apply key skills in the moment for live feedback 3) review student data to action plan 4) problem-solve any major dilemmas for the week.

During weekly professional development sessions on Wednesdays, teachers engage in all staff and differentiated topics on topics such as: socio-emotional learning, student support, classroom routines, etc. In addition, teachers have differentiated content breakouts to analyze student data and prepare for small group instruction.

### **Continuous Development Cycle**

The Continuous Development Cycle is also a component of teacher development at DC Scholars. As a part of their professional development, teachers set goals with their coaches at the beginning of the school year, have step-backs with teachers 2-3 times per year in order to reflect on their progress towards goals based on the rubric, have a formal evaluation each year, then have an end of year reflection where teachers reflect on their overall progress

for the year and set goals for the upcoming school year.

### **Talent and Staff Retention**

Talent and Staff retention was a major initiative for DC Scholars during SY 21-22. The details below indicate SY 21-22 approach and efforts to retain strong talent. Each year, DCSPCS initiates recruitment efforts for the following school year in November of the preceding year. These recruitment cycle activities include career fairs at area colleges, universities, minority serving institutions and HBCUs, online marketing, and recruitment pipeline building.

- During SY 21-22 DC Scholars added a Talent Strategy Manager as well as a Human Resources Manager to its staffing structure.
- The Talent Strategy manager facilitates the hiring process for all teachers and support staff at DCSPCS. These efforts include partnering with established teacher preparation pipelines such as TNTP and Teach for America to ensure the best candidates are included in the pool of applicants.
- All candidates for our teaching roles go through a rigorous and aligned recruitment process. Candidates are vetted for experience and qualifications in their field of expertise during the initial screening process. The recruitment process also includes evaluating candidates proficiency and performance in the classroom setting through a demo-lesson and performance task. The DCSPCS talent team works in tandem with the DCSPCS Director Team to identify and recruit highly qualified school teachers and leaders.

Since establishing more effective teacher development practices, DC Scholars has received positive feedback from staff on the Insight survey about the feedback and development they receive. This is an important method for retaining top-tier talent.

- As a part of the organization's staff retention plan, performance-based increases was also added to the school's compensation structure, with staff members eligible to increases above what had been available in the three years prior.
- A Teacher Investment and Sustainability Plan was also implemented, with opportunities such as Wellness Wednesdays, updated Work from Home opportunities, etc.

As a result of these efforts, DC Scholars was able to retain talented staff going into SY2-23. We retained 78% of our effective staff and 94% of our highly effective staff.

### **3. 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.

**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. Also, students in Early Childhood receive phonemic awareness instruction via the Heggerty Curriculum, which is backed by research in the science of reading. Teachers in grades Kindergarten through 4th grade use comprehensive English Language Arts curricula designed by Expeditionary Learning Education, including EL Skills; 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 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.

All students K-8 have time in their instructional day to engage in iReady, our assessment and personalized learning platform. Teachers regularly analyze iReady data to plan for small group instruction.

**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. Our 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 21-22 school year, the Heggerty Program for foundational skills (phonemic awareness) was added to the ECE curriculum with our youngest scholars now receiving daily instruction in phonological and phonemic awareness. There is also an increased focus on foundational skills outside of Early Childhood. Students in Kindergarten- 2nd grade have a separate foundational skills block where foundational skills is taught daily via the EL Skills curriculum. Additionally, foundational skills are addressed during small group instruction (K-8) when data indicates it is warranted. With the right

focus of whole group instruction (PreS-1st grade) and small group instruction (K-8) and the right ongoing assessment program and tools (EL Skills Assessment, iReady Assessment), the goal is to provide the right foundational skills instruction at the right time, for the right students.

**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 focus on grade level standards. 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.

**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. Additionally, this summer DC Scholars added High Impacting Tutoring to our Extended School Year (ESY) program through a grant provided by the Citybridge Foundation.

With our continued focus on strong intervention, we believe that building internal teacher capacity, while forming strategic partnerships to increase access to grants and resources will allow us to ensure ongoing improvements to our intervention programs. As such, in addition to the above-mentioned grant opportunities, DC Scholars also hired five interventionists this spring and summer. These interventionists will focus exclusively on providing the highest level of intervention to our students.

**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
- EL Skills Assessment | PS-1st Grade | Literacy
- iReady Assessment | Grades K-8 | Math & Literacy Growth, Achievement

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 assessment.

**Special Education Program | Teacher Support:** In addition to general leadership support, DC Scholars has also invested in ensuring a strong plan for our special education teachers and staff. To provide strong support in implementing our Special Education program, DC Scholars had adopted the following special education staffing structure:

- School Director - to supervise the Manager of Student Support
- Manager of Student Support (Hired in the spring of 2022) - to oversee the program and ensure that teachers and students have the resources and support that they need.
- Retained LiftED Consulting (external special education consulting team to provide guidance and additional support in building internal capacity)
- Special Education Coordinator - to prioritize compliance-based support

We are committed to ensuring that special education teachers have all of the resources and support that they need in order to ensure their success and that students with IEPs are equipped with the tools to achieve success with grade level material.

This team, together with general education ELA and Math coaches, provide the following supports to all Special Education/ELL teachers (including new special education teachers) weekly:

- Classroom observations - observe classrooms and provide feedback on culture and instruction
- Intellectual preparation meetings (to understand the core curriculum and how to make any Special Education or ELL specific differentiation and accommodations)
- Coaching meetings (to review data, provide feedback on intellectual preparation, classroom observation, etc.)
- Special Populations Team Meetings (to learn special education/ELL specific content, review content specific data, prepare IEP progress reports, develop family engagement strategies, plan for assessments and accommodations, etc.)

The Special Education Consultants works closely with the Special Education Coordinator to schedule and facilitate IEP meetings, as well as to coordinate with special education teachers and families to ensure full alignment on goals and next steps.

**Effective Use of Technology:** In SY 2021-22, DC Scholars PCS expanded its use of technology to support access to learning. The goal was to ensure that students had Chromebooks at home as well as in school to facilitate any rapid shifts back to virtual learning or cohort quarantines. Students were also expected to complete iReady homework assignments online each night for additional practice and to increase familiarity with the platform. 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.

#### 4. Enrichment and Afterschool Program

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 the afterschool program was not available to students during SY 20-21 due to COVID-19, we were pleased to reinstate DC Scholars' afterschool program during the 21-22 school year.

#### 5. 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:

- *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 Manager 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
- Community Meetings
- Honor Roll events
- 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.

Due to COVID and the associated Health and Safety Mandates, DC Scholars was not able to hold several of the above-mentioned events. With a strong focus on students' safe return to the building - and effective implementation of Health and Safety guidelines, family engagement efforts were mostly virtual. DC Scholars was able to continue to hold Virtual Home visits as well as virtual parent teacher conferences, town meetings, etc.

## **II. 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 iReady assessment as well as the Partnership for Assessment of Readiness for College and Careers (PARCC) as an indicator of our effectiveness in preparing students for college readiness. As outlined in its charter, DC Scholars PCS utilizes the Performance Management Framework (or PMF), which includes the PARCC assessment, iReady, and attendance metrics, as its goals. DC Public Charter School Board (DC PCSB) did not produce PMF scores for SY 21-22.

In SY 21-22 students returned to the building for the first time in over a year. With significant shifts made to routines and procedures due to COVID and Health and Safety Mandates, DC Scholars was able to respond by adding a Director of Finance and Operations as well as two Operations Specialists to its model. Working diligently to remove operational barriers to learning during COVID was critical in ensuring that staff and students could spend the majority of their time focused on instruction.

To ensure our students' readiness for college and careers, DC Scholars continued to build on its leadership model and structures to ensure that teachers had appropriate levels of support in teaching and learning throughout the COVID pandemic.

Aligned to this shift, DC Scholars also increased student culture support during SY 21-22. Due to the COVID impacts - not just academic but also socio-emotional, we knew that it would be important to increase support to students in meeting their socio-emotional needs. At DC Scholars, this starts with a warm, nurturing environment, strong routines and systems and layers of support for students based on their unique needs.

To maximize support for students, a Manager of Student Culture was hired in SY 20-21. DC Scholars also added two deans to its model - with a final student culture structure that consisted of a Manager of Student Culture, three (3) Deans of Students, two (2) Behavior Techs, a School Counselor, and a Social Worker.

During SY 21-22, DC Scholars continued to improve in its structures for leadership development. Weekly 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 and ½ day Professional Development on Wednesdays. The implementation of a Pres-8<sup>th</sup> grade Principal structure, as well as a Culture Manager and two Academic Directors (ELA and Math) allowed the school to benefit from consistent and aligned support for culture, 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 making significant adjustments to various culture and instructional practices due to evolving health and staffing needs within our community due to the impacts of COVID-19, there were pockets of success in the data at DC Scholars.

- In its second year of implementing the Heggerty Assessment, 80% of our preschoolers were able to meet the phonological awareness goals - up from 61% last school year!
- Scholars in grades K-8th also took the iReady Assessment for Reading and Math. Despite the unique challenges presented by COVID-19, we were able to surpass our goal, included in our PCSB Schoolwide Improvement Plan, for the percentage of students on grade level in reading and math.

**The goals and end of year results (actuals) for SY 21-22 on the iReady Assessment were as follows:**

Content	Goal (21-22)	End of Year Results (21-22)
<b>ELA</b>	At least 32% of students in K-8 are on grade level by EOY	35% of students K-8 are on grade level in ELA
<b>Math</b>	At least 25% of students in K-8 are on grade level in Math	30% of students K-8 are on grade level in Math

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 22-23.

### **EOY iReady Achievement Data**

- We surpassed our PCSB Improvement Plan EOY targets in ELA and Math!
- Reduction in number of students significantly below grade level

### **2021-2022 PARCC Results**

During the spring of SY 21-22 students in 3rd-8th grade also took the PARCC assessment. The data below reflects some of the highlights and areas of concern from the assessment. The leadership team at DC Scholars is analyzing the results from this data, in conjunction with other data points from SY 22-23 to make decisions about ongoing intervention for students as well as to inform PARCC Readiness planning for SY 22-23.

#### **Highlights**

- 56% of students earned a Level 3+ in ELA in Grade 6. This is a similar amount from 2018-19.
- The proportion of students earning a Level 3+ in the Students with Disabilities group has increased slightly from 2018-19.
- English Learner students performed 50% compared to the general population of 10% in Level 4+ ELA.

#### **Areas of Concern**

- 25% of students earned a Level 3+ in Math. This is a decrease of 29 percentage points from 2018-19.
- The proportion of students earning a Level 4 in Math has dropped by 18 percentage points from 2018-2019.
- PMF point simulations may be calculated during the 2022-23 school year, once more information is released from the PCSB.

Since PARCC 4+ is correlated with iReady on grade level, we would want to reach 40-50% on grade level, as measured by iReady in Math and ELA to reach the same proficiency levels of high-performing Ward 7-8 schools (identified by SY18-19 PARCC). As such, we have made a four year plan (with annual goals) to reach this target by June 2023, or the conclusion of SY22-23, in ELA and reach this target in June 2024 for Math. We seek to surpass both targets in SY24-25.

## 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 SY 2017-18. 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%.

During SY 21-22, students reentered the building for the first time since March 2020. Schoolwide attendance decreased from 87% in SY 20-21 to 81% in SY 21-22 due to several factors including:

- Initial reluctance on the part of some family members to have students return to the building during COVID
- Consistent sibling absences due to COVID
- Consistent sibling absences due to quarantining
- Consistent absences due to parent, family member or other close contact having COVID
- Shifts in school posture from in-person virtual for grade level and full school quarantines

In the Spring of 2022, we increased our data partnership with EdOps to support improved attendance data tracking and address the need for accurate data and weekly reporting. The School Director worked closely with our EdOps partners to analyze data from SY21-22, determine plans for students with significant absences, and institute effective data reporting practices for SY22-23.

### In Seat Attendance and Goals

Indicator	Current Available Data	Goal for SY21-22	SY21-22 EOY Data	Goal for SY22-23	Goal for SY23-24	Goal for SY24-25	Rationale for Goal
		<i>*COVID-19 Year, Grade and Schoolwide</i>					

		<b>Quarantines</b>					
<b>In-Seat Attendance</b>	Three-year (SY16-17, SY17-18, SY18-19) ISA Rates Grades PS-8  DC Scholars: 90.7%  Sector: 90.7%	83%  <i>(COVID Related Attendance Challenges)</i>	81%	90%	91%	94%	Based on EmpowerK12 analysis, high-performing schools have ISA rates of 93 or 94%.

There are several strategies put in place for SY 22-23 to ensure that attendance increases at DC Scholars and return to pre-COVID levels, including daily prompt data entry, weekly verifications, weekly calls from homeroom teachers, and interventions provided by our culture team.

## Suspension Data

The schoolwide suspension rate at DC Scholars decreased from 13% in SY 2018-19 to 5.4% in SY 2019-20. The suspension rate for SY 21-22 was 9.9%.

At DC Scholars 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. With consistent support around Tier 1 behaviors and an increased focus on alignment in implementation of DC Scholars incentives and consequences system, DC Scholars seeks to decrease suspension rates for the upcoming school year (SY 22-23).

## Unique Accomplishments

We were awarded a grant from CityBridge program CityTutor DC in June to provide high-impact tutoring to students with IEPs during our extended school year program in July and August.



## List of Donors

Donor List (Monetary or In-Kind)	
Source	Amount
Robert Weinberg	\$30,000.00
Bainum Family Foundation	\$25,000.00
Peter Kolker	\$2,500.00
The Greater Washington Community Foundation	\$1,000.00

## Data Report

### SY2021-22 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> 545

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	30	36	69	70	49	52	50	43	52
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED *
<b>Student Count</b>	54	40	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> 179

PCSB	<b>Suspension Rate:</b> 9.90%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.19%
PCSB	<b>In-Seat Attendance:</b> 81.00%
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>
<b>STUDENT DATA POINTS</b>	
Source	Data Point
PCSB	<b>Midyear Withdrawals:</b> 3.70% (20 students) *
PCSB	<b>Midyear Entries:</b> 0.0% (0 Students) *
PCSB	<b>Promotion Rate (LEA):</b> 99.80%
PCSB (SY20-21)	<b>College Acceptance Rates:</b> Not applicable
PCSB (SY20-21)	<b>College Admission Test Scores:</b> Not applicable
PCSB (SY20-21)	<b>Graduation Rate:</b> Not applicable

### TEACHER/ADMIN DATA POINTS

Source	Data Point
School	<b>Teacher Attrition Rate:</b> 34.25% (number of teachers retired/resigned/outplaced between 10/5/21 - 08/29/22)/(number of teachers employed as of 10/05/21) X 100
School	<b>Number of Teachers:</b> 71 <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: \$68,949.00 2. Range: a. Minimum: \$42,000.00      Maximum: \$101,144.00
School	<b>Executive Compensation:</b> <ul style="list-style-type: none"> <li>● Contracted Executive Coach, Interim Head of School: \$223,463</li> <li>● Head of School: \$192,385</li> <li>● Contracted Executive Coach (Non-Instructional): \$178,501</li> <li>● Director of Math: \$118,274</li> <li>● Director of English Language Arts: \$118,215</li> </ul>

\*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. 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 2021-22, 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.

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# APPENDICES

- A. Staff Roster for SY 2021-22**
- B. Board Roster for SY 2021-22**
- C. Unaudited Year-end 2021-22 Financial Statement**
- D. Approved SY 2022-23 Budget**

## Appendix A: SY 2021-22 Staff Roster

Name	Position Title	Highest Degree Earned	Start Date
Allen, Daricka	SPED Interventionist	Bachelors	10/18/2021
Archer, Sandra	Talent Strategy Manager	Masters	01/05/2022
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
Best, Shadonna	Teacher Assistant	High School Diploma	12/13/2016
Branch, Terrell	Teacher Assistant	High School Diploma	9/27/2018
Brewington, Michael	Dedicated Aide; Behavior Technician	Associates	03/23/2016
Brown, Charise	Human Resources Manager	Bachelors	02/28/2022
Brown, Tiffany	Dedicated Aide	High School Diploma	03/15/2022
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
Carter, Natalie	Instructional Coach	Masters	07/11/2022
Clarke, London	Aftercare	High School Diploma	01/18/2022
Christian, Sheneil	Dean of Culture	Bachelors	1/04/2021
Crawford, Devon	Elementary ELA Teacher	Bachelors	8/5/2019
Crawford, Tiyonna	Associate Teacher	High School Diploma	09/07/2021
Davis, Destinee	Dedicated Aide	High School Diploma	8/29/2016
Davis, Nicole	Math Teacher	Bachelors	01/31/2022
Deibel (Cruz), Jillian	Elementary Math Teacher	Masters	8/12/2020
DeLoatch, LaVita	Teacher Assistant	High School Diploma	2/27/2017
Desormeaux, Donna	Math Teacher	Masters	08/26/2021
Diaz, Anaise	HR & Talent Associate	Bachelors	8/03/2020
Edwards, Erica	ELA Teacher	Masters	01/03/2022
Emperor, LeAngelo	School Director	Bachelors	8/30/2012
Espana, Bridget	Registrar	Bachelors	5/03/2021
Evans, Victoria	Elementary Teacher	Masters	11/05/2021
Fan, Claire	Intern (Temporary)	High School Diploma	06/13/2022
Foster, William	SPED Coordinator	Masters	08/11/2021
Frazier, Sharae	SPED Interventionist	Bachelors	08/11/2021
Frye, Brandon	Math Teacher	Bachelors	08/11/2021



Name	Position Title	Highest Degree Earned	Start Date
Gallemore, Tony	Middle School Dean of Culture	Bachelors	7/1/2019
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
Harris, Danielle	Special Education Teacher	Masters	8/03/2018
Harris, Kimberly	Middle School ELA Teacher	Bachelors	9/28/2016
Hassan, Dahir	SPED Interventionist	Masters	08/30/2021
Hedgepath, Jamison	Associate Teacher (Temporary)	Bachelors	03/31/2022
Helms, Amy	Head of School	Masters	10/05/2020
Hill-Dyal, Alice	Math Teacher	Masters	8/11/2021
Howard Miya	ELA Teacher	Masters	01/03/2022
Hudley, Tyrell	Behavioral Specialist	High School Diploma	03/30/2022
Hunt, Donneis	Elementary Teacher	Masters	11/01/2021
Im, Sabrina	Elementary Teacher	Bachelors	8/12/2020
Ingram, Kayla	Associate Teacher	High School Diploma	01/26/2022
Iroegbu, Trametria	Kitchen Manager	High School Diploma	9/16/2015
Jackson, Antania	Aftercare	High School Diploma	01/18/2022
Jackson, Tiffany	Elementary Teacher	Bachelors	10/25/2021
Janifer, Khalia	Early Childhood Teacher	Bachelors	12/1/2016
Jefferson, Rikki	Elementary Teacher	Masters	11/01/2021
Johnson, Jenina	Teacher Assistant	High School Diploma	8/31/2018
Johnson, LaChuna	Afterschool Coordinator	High School Diploma	3/20/2017
Jones, David	Math Teacher/Interventionist	Bachelors	01/19/2022
Jones, Dennis	Physical Education & Health Teacher	Bachelors	8/2/2017
Jones, Katherine	Math Teacher	Bachelors	04/18/2022
Jones, Sharneise	Early Childhood Director of Curriculum and Instruction	Masters	8/15/2012
Kornegay, Tonya	Associate Teacher	High School Diploma	09/13/2021
Kurt, Maria	Special Education Teacher	Masters	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
Love, Gerlena	Kitchen Associate	High School Diploma	08/11/2021

Name	Position Title	Highest Degree Earned	Start Date
Lucas, Kimberly	Dir. Finance & Operations	Masters	05/16/2022
McClary, Deborah	ELA Coach	Masters	07/14/2021
McCoy, Kysien	Technology Associate	Bachelors	5/17/2021
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
Ojuolape, Olubukola	SPED Teacher	Bachelors	01/03/2022
Omokaro, Osato	Operations Specialist	Masters	06/21/2022
Parker, Sylvia	Science Teacher	Bachelor	09/13/2021
Puller, Brittany	Elementary Teacher	Bachelors	02/02/2022
Rankin, Ryneshia	PhysEd Teacher	Bachelors	08/31/2021
Ray, Levita	Kitchen Manager	High School Diploma	11/08/2021
Redeemer, Alexis	Director of ELA	Masters	2/14/2020
Riddick, Brittany	Dedicated Aide	High School Diploma	10/05/2021
Robinson, Emilio	Facilities Manager	High School Diploma	05/02/2022
Rodgers, Nilka	MS Math Special Education	Masters	8/12/2020
Rushing, Sylvia	Intervention Manager	Bachelors	3/13/2020
Sales, Shanell	Kitchen Associate	High School Diploma	10/04/2021
Scott, Antonio	Dedicated Aide	High School Diploma	09/07/2021
Scott-Davis, Jeanine	Middle School Special Education Teacher	Bachelors	9/23/2019
Seabrooks, Melanie	Teacher Assistant	High School Diploma	8/3/2016
Segears, Da'Yana	Elementary Teacher	Bachelors	10/25/2021
Shorter Ralph	Operations Specialist	High School Diploma	01/05/2022
Simmons, Tyriq	Manager of Student Support	PhD	07/14/2021
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
Terrell, Chauncey	Building Porter	High School Diploma	8/13/2015
Thomas, Dunstina	SPED Interventionist	Bachelors	08/11/2021
Thomas, Elyssa	SPED Interventionist	Bachelors	08/11/2021
Thomas, Samantha	Instructional Coach	Masters	07/11/2022
Thomas, Shayla	ELA Teacher	Bachelors	9/28/2020
Thomas, Thomasena	Elementary Teacher	Bachelors	9/14/2020

Name	Position Title	Highest Degree Earned	Start Date
Tillman, Dwight	Middle School Math Teacher	Bachelors	8/12/2020
Welch, Colin	Director of Finance and Operations	Masters	6/01/2021
Whitby, Brittany	Director of Math	PhD	1/3/2020
White, Cheyenne	Operations Assistant	High School Diploma	08/23/2021
White, Kaitlyn	ELA Teacher	Bachelors	08/11/2021
Wiley, Nicole	Community Manager	High School Diploma	10/7/2013
Wiley, Raven	Teacher Assistant	High School Diploma	10/5/2015
Williams, Jahlita	Physical Education, Health Teacher	Bachelors	3/6/2017
Williams, Kennika	Dedicated Aide, Substitute Teacher	High School Diploma	10/02/2017
Williams, Rayvon	Operations Specialist	Bachelors	08/11/2021
Williams, Sharnita	Elementary Art Teacher	Bachelors	8/5/2019
Williams, Xiomara	Special Education Teacher	Masters	8/5/2019
Young, Diamond	Attendance Associate	High School Diploma	8/29/2016

## Appendix B: SY 2021-22 Board Roster

Name	DC Resident	Board Positions	Date of Appointment	Renewal Date	Expiration of Term
Parchelle Brooks	Yes	Parent Board Member	9/2021		Resigned 01/25/22
Andrew Ellenbogen	Yes	Treasurer, Finance Committee Chair	9/2016	9/2019	9/2022
Laura Fitzgerald	Yes	Academic Committee Chair	2/2022		2/2025
Tiffianne Hudnall	Yes	Parent Board Member	8/2020		Resigned 07/2021
Erica Jackson	Yes	Academic Committee Chair	03/2020		Resigned 09/2021
Jacquelyn Lendsey	No	Head of School Oversight Committee Chair; Board Chair-Elect	03/2020		03/2023
Maegan Marcano	Yes	Development Committee Chair	1/2019	1/2022	1/2025
Porchia Nixon	Yes	Parent Board Member	8/2020		Resigned 08/2021
Robert Patterson	No	Committee Member	11/2020		Resigned 07/2022
Evan Piekara	Yes	Treasurer-Elect	1/2019	1/2022	1/2025
Janelle Suggs	Yes	Committee Member	9/2017	9/2020	9/2023
Tikia Thompson	Yes	Parent Board Member	4/2022		4/2025
Robert Weinberg	Yes	Board Chair	9/2013	9/2019	9/2022
Crystal Williams	No	Governance Committee Chair	10/2019		10/2022
Shantania Williams	Yes	Parent Board Member	9/2021		9/2024

## Appendix C: Unaudited Year-End FY22 Financial Statement

### DC Scholars Public Charter School

#### FY22 Unaudited Financials

July 2021 through June 2022

<b>Income Statement</b>	
Revenue	
State and Local Revenue	11,637,747
Federal Revenue	2,695,664
Private Grants and Donations	58,720
Earned Fees	70,974
<b>Total Revenue</b>	<b>14,463,105</b>
Expenses	
Salaries	6,775,928
Benefits and Taxes	1,199,649
Contracted Staff	11,889
Staff-Related Costs	108,479
Occupancy Service	892,488
Direct Student Expense	1,128,381
Office & Business Expense	1,631,580
Contingency	0
<b>Total Expenses</b>	<b>11,748,393</b>
Operating Income	2,714,712
Extraordinary Expenses	
Interest	421,294
Depreciation and Amortization	1,049,198
<b>Total Extraordinary Expenses</b>	<b>1,470,492</b>
<b>Net Income</b>	<b>1,244,220</b>

## Appendix D: Approved SY2022-23 Budget

### DC Scholars Public Charter School

SY22-23 (FY23) Approved Budget

July 2022 through June 2023

<b>Income Statement</b>	
Revenue	
State and Local Revenue	12,224,705
Federal Revenue	2,289,994
Private Grants and Donations	25,000
Earned Fees	125,000
<b>Total Revenue</b>	<b>14,664,699</b>
Expenses	
Salaries	7,954,952
Benefits and Taxes	1,393,529
Contracted Staff	53,824
Staff-Related Costs	122,628
Occupancy Service	746,157
Direct Student Expense	1,273,409
Office & Business Expense	1,295,338
Contingency	385,195
<b>Total Expenses</b>	<b>13,225,032</b>
Operating Income	1,439,668
Extraordinary Expenses	
Interest	410,601
Depreciation and Amortization	1,137,861
<b>Total Extraordinary Expenses</b>	<b>1,548,462</b>
<b>Net Income</b>	<b>(108,794)</b>