

# Annual Report

## 2021-22

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# About The Children's Guild DC PCS

## Mission

The mission of The Children's Guild is to use the philosophy of Transformation Education to prepare all our students for college, career readiness, and citizenship in their community by developing in them critical thinking and creative problem-solving skills, self-discipline and a commitment to serve a cause larger than themselves.

***Our Goal*** is to be a high-quality choice for families who are looking for a nurturing environment that honors student interests and helps them grow to be caring and contributing individuals. Our mission is to prepare each student for success in the 21st century, giving them the knowledge, tools and confidence to function in an interconnected, dynamic global economy. The Children's Guild Public Charter provides an enriched curriculum of academic rigor, project-based learning, a focus on arts and technology in a school environment that stimulates all the senses. Students are encouraged to think creatively and solve problems with kaleidoscope thinking, i.e., finding more than one answer. Small class sizes and highly qualified, committed faculty allow the school to foster team building, character development and high academic achievement.

Our vision is that our students will have an impact on their community and that, collectively, the school has a positive impact on the greater community in terms of transforming the urban experience into one of mutual benefit, dignity, and high-quality learning experiences for those whom we serve. In support of meeting the goal of ensuring that our students are college and career ready, the school is dedicated to transforming the way America educates its youth by fostering a culture of flexibility to meet the needs of all students ranging from special needs to advanced learners.

# Curriculum and Instruction

The Children’s Guild DC PCS uses the Transformational Education (TranZed 8) philosophy to guide the creation of a school culture and the teaching and learning process. The basic premise of this philosophy is that life is a journey of personal growth and enlightenment that comes from the continuous struggle and search for meaningful responses to life’s challenges. TranZed 8 embraces the journey experience of the student and incorporates it into the school’s culture by aligning the school’s beliefs and values with the look of the school building, the school’s instructional approach, the mindset and behavior of the teaching staff, and the school’s operating system. The TranZed 8 is guided by eight organizational pillars, which structure the way TCGDC delivers instruction and develops programming for students and families. These pillars include *Values-Infused Culture, Focus on Well-being Profile, Enriched Environment and Experiences, Brain Literacy, Behavior Motivation Continuum, Community Influence, Arts Enhancement, and Ownership Mindset—Problem Solving Process.*

## Values-Infused Culture

Values-Infused Culture is one of the most significant characteristics of TCGDC as it grounds all aspects of our people, systems, environment, and school programming. These values, known as “The Wisdom Principles,” include the personal values of **Caring, Contribution, and Commitment**; the character values of Vision, Courage, and Will; and the process values of Struggle, Transformation, and Enlightenment. TranZed’s Character Development efforts focus on developing these core values in both students and staff. TCGDC constantly seeks to align its operations with this value orientation to inculcate all who encounter the school with these Wisdom Principles. Each morning, staff come together to review and reinforce the Wisdom Principles as a united community through reflective dialogue around workplace expectations and the alignment of the culture in the school.

## Focus on Well-being Profile

TCGDC believes in serving the whole child, which includes academic, behavioral, cognitive, and social growth. We believe that serving the whole child plays a substantial role in shaping children’s values and community orientation. Unlike most traditional and charter schools, TCGDC provides students with a therapeutic learning environment equipped with a Care team which consists of behavior coaches, social workers, and other instructional support staff to provide students with tiered behavioral interventions and strategies for supporting challenging and/or emotionally fragile students. This team works closely with instructional staff to provide first tier engagement and environmental strategies to ensure that classrooms are responsive to the needs of our students. The second tier focuses on helping students develop self-regulation skills through specific coaching and mentoring while the third tier provides intensive 1:1 support work to mitigate the impact of trauma. TCGDC comprehensively monitors and measures the positive impact these supports have on students through seven unique domains which we believe helps students thrive emotionally and academically.

They include:

- A. Academic Performance
- B. Mindset, Dignity, and Self Worth
- C. Cognitive Skills
- D. Self-Regulation

### Enriched Environments and Experiences

Physical and Mental Health

### Exposure to the Arts:

Community Membership and Contribution

The physical environment and murals at TCGDC are intentionally designed to embrace the uniqueness of our student body and mission, which is symbolic of student voice and choice. The murals are designed to stimulate the intellect and facilitate academic discussions during the teaching and learning process. The enriched environment is intended to connect the students to their role within the community by using their voice effectively to promote positive change. Each year, students participate in project-based learning (PBL) experiences that are authentic, research-based, and heavily grounded in academic content. These experiences build college and career readiness skills and encourage students to become problem-solving agents within their school and homes. Students participate in reflective morning discussions centered on character-based education. Similarly, staff are grounded in weekly job-embedded professional development, focused on improving pedagogy, mastering subject matter, student engagement, and content skill-building.

### Brain Literacy

It is our belief that teaching students and teachers about neuroplasticity is an essential component of the teaching and learning process. School-wide teachers and support staff implement a practice called Whole Brain Teaching (WBT), which is an active engagement strategy that uses all three learning modalities (e.g., audio, kinesthetic, and visual) during instruction. The goal of using this strategy also pushes teachers to focus on student effort rather than ability. This integrated engagement practice combines effective classroom management and pedagogically sound approaches to engage a wide range of student groups—special needs using brain-inspired instructional strategies, structured play, and other brain-compatible practices.

### Behavior Motivation Continuum

TCGDC embraces a transdisciplinary approach to behavior motivation. Our comprehensive continuum includes a framework for positive behaviors, neuroscience, occupational therapy, child development theory and restorative practices. Our school offers positive behavior and intervention resources to teachers to meet the individual needs of each student. The school has two student support centers (SSC) which provides a therapeutic learning environment conducive for children to engage in self-reflection, regulation, sensory integration, and behavioral motivation. Operationally, the school follows five norms that guide and support the school's positive behavior program.

They include:

- Norm #1—Follow directions quickly
- Norm #2—Raise your hand for permission to speak
- Norm #3—Raise your hand to leave your seat
- Norm #4—Make smart choices
- Norm #5—Respect yourself, others, & the environment

### Community Influence

The Children’s Guild Public Charter School is a tuition-free, publicly funded charter school open to all students in the Washington, D.C. metro area. The campus is located in Ward 5 and serves students in kindergarten through eighth grade. It is our belief that the school’s use of PBL is the driving vehicle that will help students connect and positively influence their communities. through advocacy and authentic learning experiences.

### Arts Enhancement

Our school believes that exposure to the arts has a pervasive positive impact on students and the overall school community. Inspired by a firm belief that “Art is Everywhere,” our teachers are encouraged to infuse art into every subject area. Students have opportunities to take courses in instrumental and vocal music, as well as learn about visual arts and theatre during the school year.

### Ownership and Mindset—Problem-Solving Process

TCGDC values a problem-solving framework that promotes self-reflection. We believe that the solution to any problem starts with oneself. Based on this belief, students learn to address conflict, dilemmas and challenges by beginning with their own personal contribution to the problem at hand. Restorative practices foster and build healthy relationships between all students and staff. Using this technique helps students develop the skills necessary to approach problems, recognize their contributions, take responsibility, and deploy solutions in a positive manner.

# Instructional Programming

## School's Programming—Curriculum and Instruction

TCGDC uses Common Core State Standards for Math and English Language Arts, Next Generation Science Standards for Science, and the College, Career, and Civic Life (C3) for Social Studies. For K-2, we use the 120-minute literacy block, 90-minute math block, 30-minute social studies, and 30-minute science. In grades 3-5, we use a 90-minute math block, 90-minute ELA block, 45-minute social studies block, and 45-minute science block. For All students participate in language arts, mathematics, social studies, and science for core content, as well as opportunities to take physical education, art, music, and drama for specials. Each year, our students take great pride in participating in the school's annual fine arts theatre productions (Fall Festival, Winter Wonderland, and TCGDC's Got Talent), which is open to all families in the city and our school community. Our approach to interdisciplinary studies promotes a college and career ready pathway for student success. This school year presented our school community, as well as our country at large, with one of the most challenging educational scenarios that we have ever seen. This is the second year of an in-person posture post COVID-19.

## Project-based Learning

Project-Based Learning (PBL) harnesses the natural passion to learn, by presenting learning experiences as expeditions into the unknown. PBL cultivates and fosters greater continuity of relationships between students and teachers, draws on the power of small groups, creates an in-depth and focused curriculum, and builds strategic links between school and community. TCGDC is a PBL school because the design offers us a vision that allows us to implement our curriculum in a consistently hands-on, interactive, rigorous and dynamic manner. TCGDC has developed a unique curriculum framework called TranZed Lenses for Teaching and Learning aligning the TranZed philosophy and content standards with Project Based Learning (PBL) to provide an authentic application of the subject and inter-disciplinary concepts. Strengthened by Arts Integration, which embeds the arts within the core academic subjects to foster engagement, aid in retention and enhance comprehension.

## Celebrations of Learning

Celebrations of Learning (COL) is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. We ask that all students and families attend our exhibitions. The COL may be artwork, research results from an experiment, written work, tests, or other projects. The COL demonstrates what has been learned more clearly than just a grade on a report card. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work for all students. The COL is the most important way to both celebrate work and hold students and the school accountable to parents and others who care about the school.

## Fieldwork

Fieldwork is a scheduled academic experience that takes students out into the world to perform studies and investigations at various sites around the city and neighboring states. Fieldwork is an integral part of the educational program at TCGDC. Fieldwork is structured to address the learning goals of each PBL project and afford students rich opportunities to “learn on location.” Students interview experts, examine artifacts, conduct research, observe, and gather data through note taking, sketching, and photography. Fieldwork deepens and extends students’ understanding of the content and nurtures their skills as life-long learners. Quality work is the expectation during field study activities, just as it is during in-school activities. Most fieldwork takes place at local museums, parks, nature centers, businesses, and historic sites, and lasts from one to five hours. At times, fieldwork takes us to locations outside of Washington, D.C. when distant resources are central to our students’ understanding of the content of an expedition. Due to the soft reentry of field experiences, students were only able to participate in 3 in-person experiences; however, the others were virtual.

## Whole Brain Teaching

Whole Brain Teaching is an approach designed toward maximizing student engagement and focusing on the way the brain is designed to learn. Whole Brain Teaching is incorporated into daily instruction and involves a high level of visual imagery and gesturing to support students with vocabulary skill building, retaining complex information, following directions, understanding concepts, and nurturing social development. TCGDC staff utilize an integrated method combining effective classroom management and pedagogically sound approaches to student engagement designed to meet student needs.

## Balanced Literacy

TCGDC uses a balanced and integrated approach to teaching literacy. Teaching literacy across the curriculum involves integrating the writing process and essential reading strategies in all subjects and providing consistent feedback to students about the use of writing and reading as thinking and learning tools. Consistent practices, rubrics and processes are developed and implemented across grade levels for supporting and assessing the literacy development of all students. The balanced literacy block is included in each student’s daily schedule. During this time, explicit instruction occurs in the form of mini lessons, which also includes guided practice, cooperative learning, independent practice and one-on-one conferencing with the teacher.

Reading instruction during the balanced literacy block uses Close Reading and Guided Reading to deliver explicit and differentiated reading instruction, as well as independent reading practice. During this time instruction focuses on students’ access to both complex and grade-level texts, stressing comprehension strategies (making connections, asking questions, visualizing, inferring, determining importance, and synthesizing information) as well as the other 4 buckets of reading (phonics, phonemic awareness, fluency, and vocabulary).

In addition to reading texts, students are provided opportunities to write for a variety of audiences and purposes with the Common Core Writing Standards. As a school, we focused on answering text dependent questions, opinion writing, and the RACE strategy. All writing tasks were connected to a text, to ensure that writing was not taught in isolation.

Students use the writing process (brainstorming/prewriting, first draft, revision with critique, editing and publishing) to create informative, entertaining, or persuasive and literary pieces. Using models and exemplars, students develop an understanding of quality writing and are

expected to produce multiple drafts and assess each draft against rubrics and exemplars. Additionally, students use critique protocols to receive feedback and to revise their work. Analyzing text as they read and having the ability to annotate as reading progresses, students are creating opportunities to dig deeper into understanding how writing should look and how meaning can be easily changed or shifted based on how it is written, creates better learners and better writing from our students.

TCGDC's core program in English Language Arts is Wit & Wisdom and for Mathematics it is Eureka Math. Both Wit & Wisdom and Eureka Math are aligned to the Common Core State Standards and support thematic unit lesson planning. The ELA lesson plan template requires teachers to plan lessons around an essential question based on a thematic topic and the aligned standard from the Common Core. The math lesson template is based on the Concrete, Pictorial, Abstract (CPA) Model developed by American psychologist Jerome Bruner. The CPA approach helps students understand mathematical relationships and relies on teachers using concrete objects when introducing an idea or skill.

Teachers then differentiate instruction based on data from the iReady Diagnostic along with student work samples. In addition, the teachers utilize the Ready curriculum from Curriculum Associates to provide needed supplemental skills in math and reading, as well as utilize the Lexia technology that is centered around a personalized approach to learning, and are designed to give students more control over the time, place, path, and pace of their progress. Staff having to learn how to engage not only whole group instructional settings, possibly even more vital was their ability to get students to collaborate, have discourse, and decide on a solution. Small group instruction is a critical aspect of the school's delivery program. Special educators push into the classroom and perform pullout services to targeted student populations. Teachers implement differentiated instructional practices to meet the needs of students who are substantially below grade level in reading and math using a tiered response to intervention approach. In reading, instructional materials and resources are differentiated to meet the Lexile ranges (iReady) and include articles, novels, journals, close reading, internet articles, websites, remedial reading programs and educational software.

### Assessment in Balanced Literacy

In collaboration with our reading and math interventionists, teachers systematically assess student progress, track the growth of individual students, and grade level band progress. This is done by reviewing growth data from the reading intervention program, utilizing rubrics, keeping running records, conferencing with students, administering standards-based assessments, analyzing standardized test data and using recording forms and reader-response journals to document growth over time.

### Academic Interventions

TCGDC utilizes a multi-tiered intervention program.

**Tier 1** is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. Through professional development opportunities, teachers are trained to aggressively check for understanding, analyze assessment data, and tailor lessons to support small group instruction. Teachers work with instructional coaches and leadership to plan next steps and utilize instructional resources strategically.

Teacher assistants are fully involved in the planning and collaboration process as possible and are required to participate in weekly professional development.

**Tier 2** instruction is characterized by small group instruction (composed of four to six students) meeting three to four times each week for 30 to 60 minutes each, during a three-to-six-week cycle. The needs of these students are identified through aggressive monitoring and the assessment process and instructional interventions are delivered to address specific targeted needs. Remediation of the targeted skill occurs in the small group setting using supplemental interventions identified for students not demonstrating mastery. Special educators utilize Leveled Literacy and Voyager to address student literacy and promote reading across disciplines.

**Tier 3** instruction is characterized by one-to-one or small group instruction (for one to three students) meeting daily for 30 to 60 minutes each, during a six-to-twelve-week cycle. Tier 3 students are at high risk for failure and if they are not responsive to an intensive, specific intervention may be candidates for a more tailored and rigorous education plan. Supplemental interventions for students at high risk are provided at this level in addition to receiving Tier 1 & 2 supports. Tier 3 services generally occur in self-contained settings as well as pull out sessions with special educators.

### Literacy In Quests

During PBL projects, students experience opportunities to apply and review writing and reading skills and strategies developed in the balanced literacy block. Teachers integrate reading to teach content during the direct and guided instruction and to develop specific literacy skills. An anchor text(s) and/or visual artwork is chosen to support a specific topic within a given project module to help students connect to the text, while also encouraging the use of specific instructional routines and protocols to structure discussions on related articles and texts.

### Mathematics

Learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. In Project-Based Learning (PBL) mathematics is taught in an inquiry-based manner as emphasized by the Common Core Standards. The PBL and CPA approach focuses on big mathematical ideas, the relationship between numbers/concepts, high quality student work and method gathering, and structures for teaching math within and outside of the classroom. TCGDC math teachers invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to become metacognitive about their methodology. Teachers cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. Math class is frequently conducted as a workshop. It often begins with a complex problem and continues with independent or group work as a part of the exploration phase. Following this, teachers execute a guided mini lesson while helping students extend their thinking using a shared problem-solving model. This sequence ensures that students are doing the thinking instead of passively acquiring knowledge. The use of manipulatives in mathematics provides students with concrete examples of mathematical concepts and hands-on learning experiences.

### Science and Social Studies

Teachers use learning expeditions and projects, problem-based content, and interactive instructional practices to foster inquiry in science and social studies. These disciplines are taught through learning expeditions that focus on big ideas rooted in content standards from the Next Generation Standards and the C3 State Social Studies Standards. Science and Social Studies instruction is delivered through an inquiry-based learning approach and requires students to think, write, and read as if they are researchers of the content, and to use the tools of inquiry specific to the disciplines studied. The in-depth investigations of science and social studies expeditions focus on issues and problems that promote inquiry and discourse among students. Teachers are required to use an inquiry model when introducing new content to students, which promotes curiosity, invites students to approach problem solving, and encourages productive struggle.

### Health and Physical Education

It is our belief that for students to learn at high levels and reach their full potential, they must be healthy. As a school, we consciously promote health and wellness by teaching our students about how their body works and what it needs to sustain itself. Each student is provided with a well-balanced meal for breakfast and lunch and provided with a snack featuring fresh fruit each day. The physical education and health curriculum emphasize developing and practicing strategies for healthy living through interactive participatory lessons that use inquiry to challenge and inspire students. We believe strongly that students, just like adults, need a balance of both physical and mental activity, and to spend time in outside environments. As much as possible, outdoor lessons and activities are developed throughout the year to encourage healthy physical and mental activity amongst students.

### Arts Integration

Arts integration is a part of the school's academic programming with the goal of encouraging a more in-depth study of reading module topics, creative expression, arts appreciation, and to support students with building a positive sense of self. Classroom teachers will use the arts through the lens of helping students learn about society, culture, history, science, and the human experience. Many of the students' work in an artistic medium such as drawing or painting, drama, architectural rendering, etc. Every student is involved in arts and music during their time at our school. This work often inspires students to develop an appreciation of art, care about their work and the work of others, while also, helping them recognize the importance and the relationship between effort and growth over time. We believe that the arts are for everyone. We integrate the arts into almost all the work we do.

### Service-Learning Hours

The Children's Guild DC Public Charter School is deeply committed to contributing to the greater community. Many of our learning expeditions have a service component, in which students learn the value of giving back to others.

### Morning and Closing Circle Meetings

Each morning and prior to dismissal, every student in the building is involved in a morning meeting and closing circle structure. This structure is designed to provide students with a daily opportunity to interact with grade-level peers and faculty in a way that promotes positive relationships, creates a sense of belonging, teaches students to value differences, helps

students work together when problem-solving and review the character trait of the day. In addition to developing community, these meeting structures help students understand and set realistic and rigorous character and academic goals while providing them ample opportunities to grow towards those goals. All students are expected to attend their meetings, as they are a vital component to the overall program at TCGDC.

### Parents & Family Involvement

Parents and families are vital partners in their children's education. We count on our students' families to attend all school conferences and exhibitions of student work. Caretakers are also counted on to check homework, go over all progress reports, and make sure students are reading at least 20 minutes each night. Families have a voice in school governance and actively utilize our two parent board members to represent them on issues in their absence. Families are encouraged to chaperone during trips, offer their expertise to enrich our lessons, volunteer in some capacity, or come and check-in with their child during the day. The school has a full-time parent liaison who primarily supports parents and families to build and maintain a healthy school to home support plan. Since 2016, the school has had an active parent-teacher advisory that works with school administration to develop and support the school's goals.

The school administration and faculty maintain communication through several different venues including Class Dojo, Instagram, Facebook, newsletters, Email, personal phone calls and individual conferences. Family members are encouraged to participate in the daily life of their child's classroom. The Children's Guild DC Public Charter School welcomes family members as volunteers to work with individual students or small groups under the direction of the classroom teacher. Parents are encouraged to assist with lunch, class projects, reading with students, and/or sharing personal strengths, hobbies, jobs, etc.

This year we created a Student Recruitment Coordinator position that is not only responsible for engaging with new and potential families but participating in as many community events as possible to ensure families all over the district have the most current information about our school. Coming out of pandemic times, we are just beginning to see our parents again in the building and look forward to having them back for school-wide events and activities next school year.

# Performance and Progress

## School Performance—Fulfilling the Mission

Performance and Progress School Performance—Fulfilling the Mission Now in its' seventh year of operation, The Children's Guild DC Public Charter is committed to high achievement for all students. In addition, it is the mission of TCGDC to prepare students to be productive members of society. This is achieved through the deliberate application of proven methods using brain-based research to reach all students. TCGDC purposefully addresses students across the spectrum of academic and behavioral gifts and challenges and recognizes the importance of building systems to address gaps and deficits. These systems include a supportive culture for students and families, a stable and experienced staff, processes for utilizing data, instructional accountability, and a rigorous professional development program. TCGDC will continue to honor the charge by providing a high quality-learning environment for some of the District's most at-risk population groups. Central to our mission, TCGDC is unique to the DCPS and DC charter school sector, in that it is the only K-8 school considered an alternative school. Our role is to serve students with disabilities (60% SWD and 40% Gen. Ed.), the most challenging student populations, and the most at-risk populations with multiple risk factors (nearly 90% compared to DC PCSB 43%) in the district. For the past five years, the school has served more than 50% of students with special needs (DC PCSB 14%), of which nearly 50% of students require the highest level of support (Level 4) compared to DCPS schools (2.8%) and other charter schools (2.8%) located throughout the District of Columbia. TCGDC has learned over time that consistent systems, structures and processes, a supportive nurturing staff, and high quality academic and social and emotional learning (SEL) programming are critical to our student's success.

Delivering on the Mission The Children's Guild DC Public Charter has a mission to serve all students in the district including students with unique needs. Building upon this philosophy established by The Children's Guild Organization, TCGDC has created a strong climate characterized by feelings of safety and support for students and recognizing that academic success can only be realized when a child is ready to learn. Many of the students who enroll in TCGDC are not ready to learn when they first come to school – grappling with many social and academic gaps. Recognizing these facts, TCGDC offers students love, hope, and rich learning experiences from the moment they step into the building. In this environment, students learn to feel safe and to understand that life is a journey, where patience and effort are a pathway to achieve success. Students who attend TCGDC often encounter/have encountered many personal setbacks and challenges—often including traumatic life experiences. To address this reality, the school has made shifts each year within its instructional, staffing, and SEL programming to effectively support students and their families. TCGDC employs a CARE team consisting of 5 full-time social workers to assist students and their families with counseling; 4 behavior coaches to mentor and support students and teachers with managing challenging behaviors through restorative practices; therapeutic behavior aides to support students in class within the moment redirection and focus reminders; and classroom teaching assistants to support students academically in the classroom. TCGDC wants to ensure that each student is uniquely served and has the necessary tools to grow and reach their full capacity. Experience and time has proven that our efforts are invaluable to students who remain with us for more than one year as evidenced by the end of the year (EOY) I-Ready scores and positive shifts that have occurred in PARCC achievement.

The school will continue to deploy social workers to work directly with students during the school day and provide wrap around services to families. For the 21-22 SY, the school continues to facilitate a model whereby social workers also work directly with students who have been identified through the SST process as being at-risk as an early intervention strategy. The school's registrar and student

recruitment coordinator work closely with families to remove barriers that frequently prevent students from attending school at least 82% of the school year and offers workshops and other training opportunities for parents to learn how to build strong school to home connections. Selecting and retaining staff committed to working with an urban population, whose school experience has not always been the most positive socially, emotionally, and/or academically is a critical task and priority at TCGDC. As such, the professional development plan for the 2021-22 school year aggressively targets the connection between an SEL-rich and academically focused climate. Addressing our student's reading gaps is facilitated by the introduction Lexia, a technology-based reading intervention program that all teachers have access to in order to provide teachers the ability to access and utilize the intervention system and structures it provides to struggling readers who were assigned to teach English Language Arts. Teachers will maintain a laser focus on identifying and addressing gaps in phonological awareness, vocabulary, and reading comprehension.

Additionally, TCGDC returned to a two Assistant Principal model. The elementary AP with a rich background in early-childhood education, and the middle school AP with secondary ELA expertise to support the 5-8 grade English teachers. Two math instructional coaches were instrumental in guiding the math programs for the elementary and middle schools. Whole Brain Teaching (WBT) was implemented with fidelity and helped teachers to strengthen student engagement using the three learning modalities. Integrating WBT also helped to build relevance and served as a common vehicle for helping teachers make connections with students. Whole Brain Teaching provided not only a common language among the staff and students, but consistent protocols that were melded with solid instructional practice. In addition, staff survey results illuminated the need for social and instructional support for all adults in the building. As a result, TCGDC has created several avenues to intensify the connection among staff unified by the TCGDC mission and common work, where mutual collaboration and support set the tenor of the environment for staff and students. Teacher Capacity The key to student success is teacher instructional capacity. Building said capacity begins with teacher recruitment and engagement, where developing a growth mindset for children, creating a supportive environment, and employing instructionally effective, content-standards based practices form the cornerstone of practice and growth.

Once onboarding has been completed, capacity is further developed through in- the-moment and reflective instructional coaching in three key pathways: whole staff learning, grade-level and content-specific learning, and individual, one-on-one learning. Teachers utilize data from individual lessons for instruction, including iReady diagnostic and instruction results, to support students in achieving grade-level content standards in both literacy and math. Weekly data meetings have had the greatest impact on helping teachers to identify and address academic gaps. The weekly data meetings (WDM) focus on content knowledge, interpreting and unpacking content standards, and deploying appropriate instructional moves in response to student data. These meetings are led by the instructional coach and/or AP in collaboration with the teacher. Grade groups meet weekly to plan and rehearse rigorous lessons prior to execution in the classroom. Instructional lessons must include differentiation for students with specific needs with appropriate scaffolds for all learners is present.

The administrative team and academic coaches perform structured observational walks grounded in student work and explicit feedback. Each AP and Instructional Coach is required to debrief with the teacher personally prior to the end of the day using the notes from the debrief to build future meeting action steps. Teachers receive specific feedback to improve classroom practices and student outcomes. TCGDC instructional staff can be categorized in four ways: new/novice teachers, those requiring substantial assistance, those requiring some assistance, and those who are master teachers and can serve in leadership roles. APs and instructional coaches meet with individual teachers to hone their practice. Highly effective teaching is the result of the recruitment, development, and retention of staff – recruitment chief among them. Fully understanding the importance of recruitment and retention,

TCGDC only hired three new teachers to our staff along with the two Urban teachers we also decided to keep on board as classroom teachers. Maintaining a high staff retention rate, builds community and capacity for our students and families to benefit from.

TCGDC adopted a teacher evaluation model based on the Danielson Framework for Teaching whose domains include planning and preparation, instruction, classroom environment, and professional responsibilities.

In addition, the teacher evaluation model includes student progress and data from surveys and discipline referrals. Teachers are identified as needing monitoring, support, or intensive support. Support is provided by the administrative team and the coaches. Formal observations follow the classroom visits, and teacher progress is documented using Whetstone, a computer-based platform. Under-performing teachers are placed on intensive support plans, coached using the most invasive model, and monitored closely based on clear action steps. Teachers failing to make any progress following this level of support are dismissed from their position and an instructional coach is assigned to support the class until a suitable replacement instructor is found. The administration understands that selecting and retaining the right teachers is critical to mission success. TCGDC offers competitive salaries but more importantly, it offers opportunities for growth and innovation in the instructional space. The school team openly shares responsibility and opportunities for growth, allowing teachers distributive leadership opportunities.

**Student Support** The school employs three systems to identify appropriate interventions for students. Localized at the grade-level band, the first tier is chaired by the grade-level band assistant principal and includes grade-level teachers and special educators. In this working group, lessons are developed to differentiate instruction for students with traceable intervention data. Many of the students at TCGDC require substantial interventions for academic and behavioral support through the grade-level teams. Initial assessment requires a diagnostic administration of I-Ready, which is a computer adaptive assessment tool. State assessment scores, student work samples, and social-emotional observational notes are examined to determine appropriate next steps and further interventions. Students requiring additional assistance are referred to the Student Support Team (SST), which serves as a second tier of identification and response. The team requires data on academic performance, behavior, organizational skills, and mental health observations be initiated for a student.

At this meeting, the team determines specific intervention plans tailored to the student at hand with regular cycles of data review for efficacy and for the team to mobilize resources for interventions. The deployment of resources and changes in staff schedules to accommodate students requires a systematic approach, with approval from the school principal. One result of the SST process can be student referral to the IEP process for evaluation, when interventions are not effective. The third tier of review and identification occurs with the CARE Team. The CARE Team looks at aggregate data including attendance, discipline referrals, family crisis, counseling notes, and data sheets compiled by the classroom staff. These data sheets track individual student performance and behavior on a regular time interval. This level of data scrutiny allows for the providers of service to look at both individual students and families. In addition, this holistic look at aggregate data can identify teachers who may need additional support. The CARE Team can also mobilize school resources to support a child, a family, or a teacher. Parents may also present concerns to the teacher or to student support personnel. Parent concerns are addressed immediately by the teacher. However, requests for additional support are automatically sent to the SST for further consideration.

TCGDC focuses on differentiating its instructional programming to meet students where they are, focusing on growth rather than ability. Some of the instructional shifts that have positively contributed to the school's gains are as follows. 1) Dimensions Math (K-5) & Eureka Math (6-8)—Both curricula are

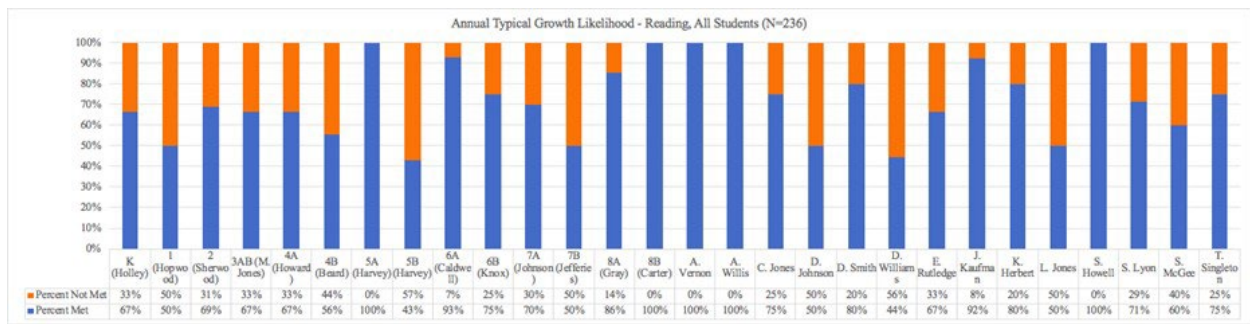
based on Common Core Standards and use a thematic approach, as well as support project-based learning and encourage mathematical discourse and critical thinking. 2) Project-Based Learning (PBL)—Based on the Buck Institute for Education, PBL pushes students to engage in real world problem-solving. 3) Balanced Literacy & Interventions—Using the tenants of Wit & Wisdom, I-Ready, and Lexia for a balanced literacy approach, teachers approach reading and writing through an integrated lens. Students have daily opportunities to read, write, and speak using engaging, rigorous texts – both literary and informational. 4) Interim Assessment Data—Using standards-based instruction, teachers assess student mastery on a 6 to 8 week cycle. Following the assessment administration, teachers participate in a data dive using student work to identify strengths, misconceptions, and to create re-teaching/review plans. 5) Professional Development and Coaching—Following the data dive, appropriate adjustments are made to the coaching and professional development plan to ensure that teachers understand how to masterfully teach high stakes skills. 6) Arts Integration—The Wit & Wisdom Curriculum has provided teachers with a simplified approach to integrating arts into all subjects. Each module is designed around one topic that deeply explores all facets of a particular theme. The curriculum includes works of art, history, and music as a form of engagement and expression.

Administration monitors data from the instructional systems and tools weekly to modify and adjust practices to accommodate student needs and inform professional development opportunities. Interim assessment data (IA), I-Ready and reading intervention data are reviewed quarterly, so teachers and administrators can respond as soon as it becomes available. Resource teachers and interventionists also use this data to provide supplemental services to students during and after the school day, as well as during summer intersessions.

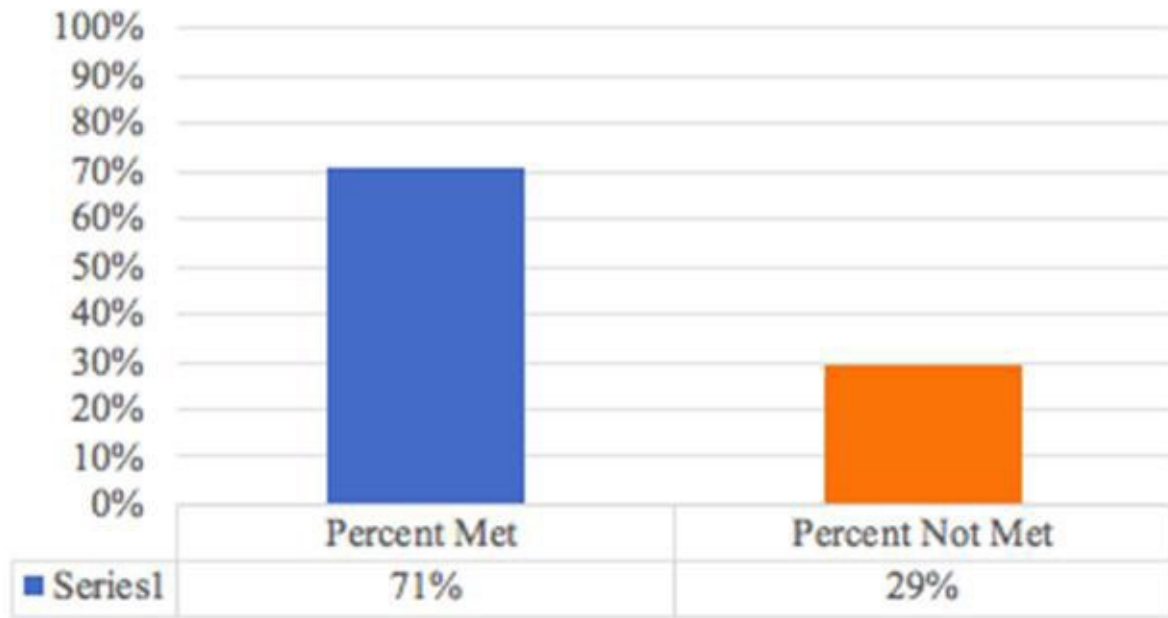
The assessments used measured student's proficiency to determine interventions and intensive support for students. To close any achievement gaps in the at-risk population as well as increase the achievement of all students, we considered an integrated model of remedial opportunities to create data-driven instructional programs for all learners. The sustainability of Guided Reading and Reading Workshop was impacted by the pandemic which shifted our instructional programming to an adaptive virtual classroom for teaching and learning. I-Ready Math and ELA programming and assessment continued to adapt to the learning needs of our students and provide responsive instruction processes to promote identification and remediation of literacy and numeracy skills and improve our student achievement.

Concrete, Pictorial, Abstract (CPA) approach to mathematical relationships did not meet the needs of our students and was ineffective in achieving a learning gap. It was terminated as we transitioned to a more virtual approach to comprehensive curriculum in numeracy education.

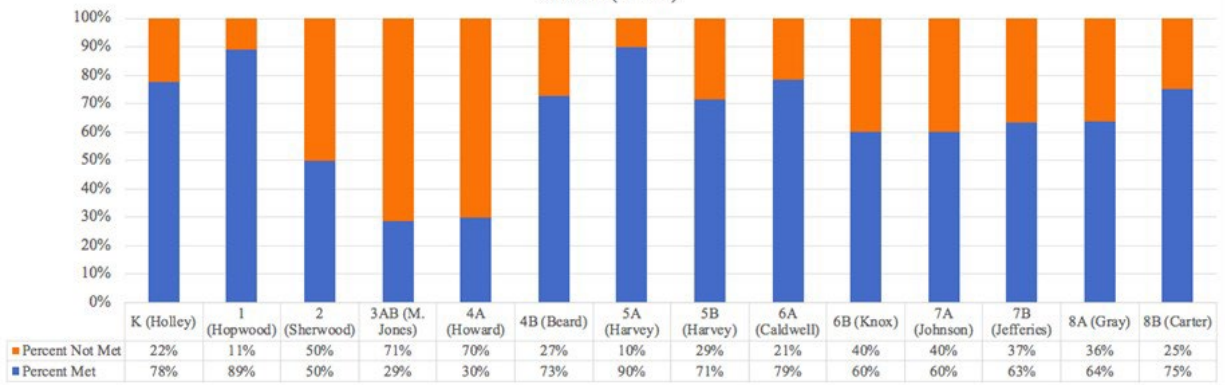
Research asserts that there is a high correlation between percentage of students "at risk" in DC schools and their proficiency rates in both Math and Reading on the PARCC test. Due to the School building closures, we were unable to assess our students as normal through the PARCC assessment, but our students were able to display great resiliency as demonstrated on the I-Ready assessment data in ELA and Math. The ELA data showed more growth than in the area of math, but it has provided us with the data points that we will build on in the 2020-2021 school year to ensure our students are achieving in all core content areas. Below are I-Ready graphs that depict the percentages of students that were able to meet that academic goals for the year.

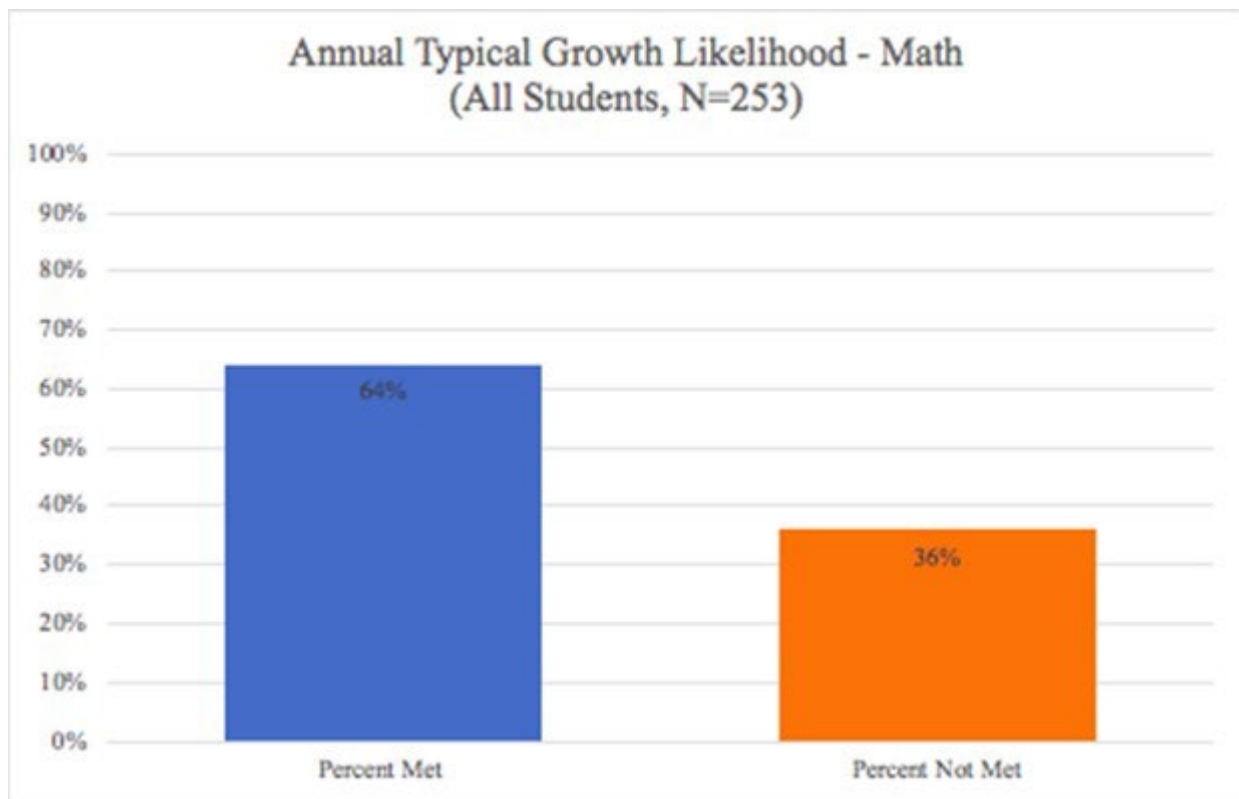


## Annual Typical Growth Likelihood - Reading All Students (N=236)



## Annual Typical Growth Likelihood - Math All Gen. Ed. Students (N=161)





### School Enrollment

The Children's Guild DC Public Charter recruits and provides transportation for students across the district. The school, while located in Ward 5, draws a majority of students from Wards 7 and 8. True to its' mission, the school attracts many students with special needs (50%+ students with disabilities , 15% homelessness, nearly 100% direct certification for Free and Reduced Meals) poor academic performance and attendance with many enrolling two to three grade levels below in reading and mathematics. Student enrollment saw a significant decrease last year due to the global pandemic. One of the trends that we are also noticing is that because we serve such a transient population and have such a high homeless population, many of our families are being placed in permanent housing outside the city, some are moving out of the city due to housing projects being closed and demolished, causing to relocate to the suburbs. Our students with disabilities population continues to rise as other schools and educational advocates recommend our school to parents looking for a school able to serve the needs of their children. Student enrollment had increased each of our first four years, in the past couple of years, we have seen a drop in our student population since inception (2015-16 Enrollment = 343, 2016-17 Enrollment = 342, 2017-18 Enrollment = 375, 2018-19 Enrollment = 376, 2019-20 Enrollment = 331, 2020-21 Enrollment = 281, and 2021-22 Enrollment = 214).

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

Audited October 5 (2021-22) enrollment: 214

Grade	PK3	PK4	KG	1	2	3	4	5	6	7	8
<b>Student Count</b>			5	12	15	13	30	21	39	25	54

**Total number of instructional days:** 180 instructional days

Month	Full Days	Partial Days	Total Days
August	2	0	2
September	16	5	21
October	15	4	20
November	14	3	17
December	12	4	16
January	15	4	19
February	15	4	19
March	17	5	23
April	13	3	16
May	17	4	21
June	6	2	8
<b>Total Days</b>	<b>142</b>	<b>38</b>	<b>180</b>
<b>Total Hours</b>	<b>994</b>	<b>209</b>	<b>1203</b>

### ELA PARCC Performance

Third Grade								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>3.2%</u>	<u>5.0%</u>	<u>0.0%</u>	<u>8.1%</u>	<u>N/A</u>	<u>N/A</u>	0%
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	0%
<u>Met</u>	<u>(750-789)</u>	<u>3.2%</u>	<u>5.0%</u>	<u>0.0%</u>	<u>8.1%</u>	<u>N/A</u>	<u>N/A</u>	%
<u>Approached</u>	<u>(725-749)</u>	<u>10.0%</u>	<u>19.0%</u>	<u>10.0%</u>	<u>13.5%</u>	<u>N/A</u>	<u>N/A</u>	.80%
<u>Partially Met</u>	<u>(700-724)</u>	<u>16.0%</u>	<u>16.0%</u>	<u>13.3%</u>	<u>16.2%</u>	<u>N/A</u>	<u>N/A</u>	42%
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>71.0%</u>	<u>60.0%</u>	<u>76.7%</u>	<u>62.2%</u>	<u>N/A</u>	<u>N/A</u>	67%

Fourth Grade								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>2.6%</u>	<u>6.0%</u>	<u>2.0%</u>	<u>6.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Exceeded</u>	<u>(796-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-795)</u>	<u>2.6%</u>	<u>6.0%</u>	<u>2.0%</u>	<u>6.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>.002%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>26.0%</u>	<u>23.0%</u>	<u>10.0%</u>	<u>27.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>12%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>24.0%</u>	<u>37.0%</u>	<u>34.0%</u>	<u>24.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>32%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>47.0%</u>	<u>35.0%</u>	<u>54.0%</u>	<u>42.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>56%</u>

<b>Fifth Grade</b>								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>8.0%</u>	<u>2.0%</u>	<u>1.6%</u>	<u>4.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-789)</u>	<u>8.0%</u>	<u>2.0%</u>	<u>1.6%</u>	<u>4.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>4.0%</u>	<u>20.0%</u>	<u>14.5%</u>	<u>16.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>36.0%</u>	<u>32.0%</u>	<u>37.1%</u>	<u>36.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>44%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>52.0%</u>	<u>46.0%</u>	<u>46.8%</u>	<u>42.9%</u>	<u>N/A</u>	<u>N/A</u>	<u>56%</u>

Sixth Grade								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>3.4%</u>	<u>3.0%</u>	<u>2.2%</u>	<u>3.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-789)</u>	<u>3.4%</u>	<u>3.0%</u>	<u>2.2%</u>	<u>3.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>14.0%</u>	<u>13.0%</u>	<u>15.6%</u>	<u>11.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>14%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>38.0%</u>	<u>26.0%</u>	<u>20.0%</u>	<u>47.6%</u>	<u>N/A</u>	<u>N/A</u>	<u>36%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>45.0%</u>	<u>58.0%</u>	<u>62.2%</u>	<u>38.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>46.4%</u>

Seventh Grade								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>5.0%</u>	<u>6.1%</u>	<u>2.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>13%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>5.0%</u>	<u>6.1%</u>	<u>2.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>13%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>31.0%</u>	<u>19.0%</u>	<u>3.0%</u>	<u>10.6%</u>	<u>N/A</u>	<u>N/A</u>	<u>.08%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>25.0%</u>	<u>14.0%</u>	<u>39.4%</u>	<u>36.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>29%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>44.0%</u>	<u>62.0%</u>	<u>51.5%</u>	<u>51.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>42%</u>

Eighth Grade								
PERFORMANCE	Range	15-16	16-17	17-18	18-19	19-20	20-21	21-22
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>7.9%</u>	<u>4.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>14%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>.02%</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>7.9%</u>	<u>4.2%</u>	<u>N/A</u>	<u>N/A</u>	<u>14%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>29.0%</u>	<u>10.0%</u>	<u>21.1%</u>	<u>13.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>18%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>29.0%</u>	<u>33.0%</u>	<u>18.4%</u>	<u>34.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>16%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>41.0%</u>	<u>57.0%</u>	<u>52.6%</u>	<u>47.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>59%</u>

### Math PARCC Performance

<b>Third Grade</b>								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>3.2%</u>	<u>28.0%</u>	<u>6.7%</u>	<u>5.9%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>2.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-789)</u>	<u>3.2%</u>	<u>26.0%</u>	<u>6.7%</u>	<u>5.9%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>16.0%</u>	<u>28.0%</u>	<u>16.7%</u>	<u>29.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>0.8%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>29.0%</u>	<u>16.0%</u>	<u>33.3%</u>	<u>32.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>16%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>52.0%</u>	<u>28.0%</u>	<u>43.3%</u>	<u>32.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>75%</u>

Fourth Grade								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>2.7%</u>	<u>0.0%</u>	<u>3.9%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Exceeded</u>	<u>(796-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-795)</u>	<u>2.7%</u>	<u>0.0%</u>	<u>3.9%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>5.0%</u>	<u>17.0%</u>	<u>23.5%</u>	<u>6.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>35.0%</u>	<u>40.0%</u>	<u>13.7%</u>	<u>43.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>36%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>57.0%</u>	<u>42.0%</u>	<u>58.8%</u>	<u>50.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>60%</u>

<b>Fifth Grade</b>								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>2.0%</u>	<u>1.6%</u>	<u>8.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>2.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>2.0%</u>	<u>1.6%</u>	<u>6.1%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>16.0%</u>	<u>12.0%</u>	<u>16.1%</u>	<u>16.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>11%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>44.0%</u>	<u>49.0%</u>	<u>48.4%</u>	<u>40.8%</u>	<u>N/A</u>	<u>N/A</u>	<u>22%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>40.0%</u>	<u>37.0%</u>	<u>33.9%</u>	<u>34.7%</u>	<u>N/A</u>	<u>N/A</u>	<u>67%</u>

Sixth Grade								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>10.0</u>	<u>16.0</u>	<u>8.9</u>	<u>12.5%</u>	<u>N/A</u>	<u>N/A</u>	<u>.03%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>48.0</u>	<u>43.0</u>	<u>20.0</u>	<u>31.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>61%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>41.0</u>	<u>41.0</u>	<u>71.1</u>	<u>56.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>36%</u>

Seventh Grade								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>19.0%</u>	<u>16.0%</u>	<u>15.2%</u>	<u>8.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>22%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>56.0%</u>	<u>49.0%</u>	<u>42.4%</u>	<u>38.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>57%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>25.0%</u>	<u>35.0%</u>	<u>42.4%</u>	<u>54.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>22%</u>

<b>Eighth Grade</b>								
<u>PERFORMANCE</u>	<u>Range</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>
<u>Met or Exceeded</u>	<u>(750-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>2.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>.04%</u>
<u>Exceeded</u>	<u>(790-850)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.4%</u>	<u>N/A</u>	<u>N/A</u>	<u>0%</u>
<u>Met</u>	<u>(750-789)</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>1.9%</u>	<u>N/A</u>	<u>N/A</u>	<u>04%</u>
<u>Approached</u>	<u>(725-749)</u>	<u>12.0%</u>	<u>5.0%</u>	<u>7.9%</u>	<u>12.3%</u>	<u>N/A</u>	<u>N/A</u>	<u>.02%</u>
<u>Partially Met</u>	<u>(700-724)</u>	<u>24.0%</u>	<u>19.0%</u>	<u>26.3%</u>	<u>34.5%</u>	<u>N/A</u>	<u>N/A</u>	<u>30%</u>
<u>Not Met Yet</u>	<u>(650-699)</u>	<u>65.0%</u>	<u>76.0%</u>	<u>65.8%</u>	<u>51.0%</u>	<u>N/A</u>	<u>N/A</u>	<u>62%</u>

## Attendance

*A note on SY 2021-22: The COVID-19 pandemic caused a detrimental impact on TCGDC's attendance.*

Annually, the in-seat attendance rate will meet or exceed 87.0%.

**Not Met: 70.7%**

In-Seat Attendance: 70.7%

**Progress towards the goal:** TCGDC continues to develop creative ways to engage its economically vulnerable families, who are more prone to mid-year household transitions as well as difficulties participating in virtual learning. The school offers attendance incentives for students and offers families counseling and resources to improve student engagement.

TCGDC utilizes Attendance Works resources to address chronic absenteeism (*see link below*). The school leadership team has conducted a thorough review of attendance policies to make any necessary revisions and establish an attendance monitoring team that meets weekly. The attendance monitoring team consists of various school administrators, the school attendance manager, the special education assistant, and grade-level teacher team leads.

This weekly meeting supports all tiers of the multi-tiered model intervention. Throughout the summer, the team took a deep dive into the Attendance Works Intervention Model and Resource Sheets to improve our internal school protocol that has since been issued to all school staff.

The expectations set at these meetings are to be carried out during the 21-22 SY. Teachers received expectations for daily attendance requirements prior to receiving students and continuously received updates and reminders on a weekly basis. When students are physically present at school, additional early interventions will include picking students up from home using schoolvan transportation.

In addition, the Parent Liaison and Care Team ensured that families were provided many crucial supports, which enable students to attend school on a daily basis whether traditionally or virtually. TCGDC continues to provide essential sustenance for vulnerable students and resources each day to mitigate barriers that lead at-risk students to miss school, leading to poor attendance. Family outreach continues to be a critical focus for the school.

**Attendance Works** - <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

Attendance Works 3 Tiers of Intervention Model:

Tier 1 – Prevention

Tier 2 – Early Intervention

Tier 3 – Specialized Reports

## Student Discipline

The Children’s Guild DC Public Charter seeks to create a safe, academically, and socially enriched environment that enables students to utilize creative expression, be self-disciplined and make learning a life-long process through restorative practices and self-reflective experiences.

Full Academic Year
General Education Suspension Rate: <b>0%</b>
SWD Suspension Rate: <b>0.04%</b>
Charter Sector Suspension Rate: unknown
Long-Term Suspension Rate: <b>0.009%</b>
Expulsion Rate: <b>0.004%</b>
Student Promotion Rate: <b>100%</b>

### **Student Accountability Data 21-22**

As with any data, numbers on the page need context to garner meaning and become operational for decision-makers at the school and community levels. Figure 1 – the table below – displays 21-22 student accountability data for the Full Academic Year Enrollment.

This reporting breakdown follows the same date range as other PCSB assessment reporting criteria. Full Academic Year is defined as enrollment and attendance between October 5, 2021, and April 1, 2022. In this category, data for students who did not maintain enrollment for the full attendance period is not included. All Data represents all data regardless of student dates of enrollment.

Figure 1 - Student Accountability Data SY 21-22\*

	Full-Academic Year				
	SWD	% Repeat	GEN ED	% Repeat	Total
<b>Total Number of Suspension Incidents</b>	8		0		8
<b>Individual Students Suspended</b>	8	0%	0	0%	8
<b>Total Number of Students</b>	135		0		214
<b>Total Suspension Percentages (%)</b>	0.059 %		0%		0.059%
<b>Individual Students Suspended Percentage (%)</b>	0.059 %		0%		0.059%

\*Figure 1 further delineates student accountability data for students with disabilities (SWD) and the general education population (GEN ED). The All Data Total for Individual Students Suspended Percentage (%) coincides with the audited suspension rate provided to The Children's Guild LEA from PCSB.

## Rationale

### Student Supports

The student intake process is a major strategy that administration uses to build strong relationships with students and their families. As the Children's Guild seeks to support the unique needs of all students through responsive and restorative interventions. We have implemented the following measures to ensure that safety and student engagement are restored as a deterrent to out of school suspension.

- **Sensory/De-escalation room** - This space is an opportunity for students to reduce unwarranted behavioral outcomes and to reduce external stimuli that may prompt these outcomes. Students are encouraged and supported by a member of the behavioral team as they take the time necessary to regain focus and resolve the concern, which initiated the behavioral escalation in the first place.
- **Behavior Coaches and Student Support Centers** - Initial incidents, which require a moment of reflection, are addressed by trained behavioral staff within our student

support centers and in classrooms for in-the-moment student support.

- Social Workers, provide targeted and holistic support, offer students relaxation techniques, coping skills, and conflict resolution skills that enable the student to learn to self-regulate and utilize effective coping skills.
- Restorative Instruction Class - In times where the previous interventions do not result in improved behavior outcomes, students have the opportunity to work in small restorative groups with a member of the behavior team and a member of the social work team to resolve the inter-personal concerns that have led to the behavioral outcomes. Students have this opportunity as a vehicle to continue their studies and receive the necessary support to de-escalate and swiftly return to class.

While each supportive measure is implemented to minimize and even prevent an out of school suspension, we must protect the opportunity for all students in the school to engage in learning and be safe - personally and interpersonally. Thus, if a student exhausts all the supports listed above and persists in their conduct that is severely disruptive to the learning environment, an out of school suspension may be issued as a last resort.

Progress towards the goal:

Student data took a different direction this year as we had established a strong culture and did not encounter many new shifts in the student body and overall student attendance during the pandemic. New and current students work hard to adjust to a new school year and/or learning environment while teachers reinforce systems to manage student behavior. Our Behavior Support Teams had to complete more community support work, home visits and family engagement meetings to support the crisis that our students were struggling with during SY21-22.

Month	Suspension s16-17	Suspensi ons 17-18	Suspensio ns18- 19	Suspensi ons 19-20	Suspensi ons 20-21	Suspensi ons 21-22
September	10	2	2	1	0	0
October	7	9	1 4	4	0	0
November	11	4	7	4	0	0
December	8	5	4	4	0	0
January	11	4	5	9	0	4
February	8	3	4	9	0	1
March	9	3	4	2	0	0
April	4	5	0	0	0	1
May	6	6	1	0	0	2
June	0	0	2	0	0	0

## The National School Climate Survey for Parents

Annually, the mean score on (the domains of Connectedness and Engagement will be 4.0 or higher on a scale of 1 (Strongly disagree) to 5 (strongly agree)).

**Met: 4.0 on a scale of 1 to 5.**

### **Progress towards the goal:**

TCGDC continues to make strides around parent engagement. The number of parent respondents continues to increase each year because the school expands more outreach for parents to become more engaged at the school level. The school seeks input from parents using multiple modalities including social media Facebook, website – tcgdc.org, online engagement platforms – Class Dojo, home visits, community meetings, email, phone calls, and in-person meetings. Each year the school offers three to four major events that are highly regarded by the parents, which underscore our goal of connectedness and engagement. Our parents and families have a strong interest in providing the school with feedback during the survey window; however, many of our families cannot access technology from home, which is why the events are vital, such that parents can access technology from the school.

## The Gallup Poll

Annually, the grandmean of students will meet or exceed the national grand mean on the “**Hope**” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Hope is defined as the ideas and energy students have for the future.

**Met: 4.42 National Grandmean: 4.21**

Annually, the grandmean of students will meet or exceed the national grand mean on the “**Belonging**” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Hope is defined as the ideas and energy students have for the future.

**Met: 3.98 National Grandmean: 3.98**

Annually, the grandmean of students will meet or exceed the national grand mean on the “**SEL**” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Hope is defined as the ideas and energy students have for the future.

**Met: 3.53 National Grandmean: 3.58**

Annually, the grandmean of students will meet or exceed the national grand mean on the “**Engagement**” domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll. Engagement is defined as the involvement in and enthusiasm for school.

#### **Met: 4.21 National Grandmean: 3.85**

**Progress Towards the Goal:** The overall survey results were strong. In addition to outperforming the national grand mean in Hope, the TCGDC students continue to outperform the national sample in Entrepreneurial Aspiration and Financial Literacy. TCGDC takes inspiration from this trend and continually works to develop a sense of student identity and community within the school with multiple events that enhance student well-being.

#### Lessons Learned and Actions to Be Taken

#### **Delivering on the Mission**

The Children’s Guild DC Public Charter has a mission to serve all students in the district including students with unique needs. Building upon this philosophy established by The Children’s Guild Organization, TCGDC has created a strong climate characterized by feelings of safety and support for students and recognizing that academic success can only be realized when a child is ready to learn. Many of the students who enroll in TCGDC are not ready to learn when they first come to school – grappling with many social and academic gaps. Recognizing these facts, TCGDC offers students love, hope, and rich learning experiences from the moment they step into the building. In this environment, students learn to feel safe and to understand that life is a journey, where patience and effort are a pathway to achieve success.

Students who attend TCGDC often encounter/have encountered many personal setbacks and challenges—often including traumatic life experiences. To address this reality, the school has made shifts each year within its instructional, staffing, and SEL programming to effectively support students and their families. TCGDC employs a CARE team consisting of 5 full-time social workers to assist students and their families with counseling; 5 behavior coaches to mentor and support students and teachers with managing challenging behaviors through restorative practices; therapeutic behavior aides to support students in class with in-the-moment redirection and focus reminders; and classroom teaching assistants to support students academically in the classroom. TCGDC wants to ensure that each student is uniquely served and has the necessary tools to grow and reach their full capacity. Experience and time has proven that our efforts are invaluable to students who remain with us for more than one year as evidenced by the end of the year (EOY) iReady scores and positive shifts that have occurred in PARCC achievement.

The school will continue to deploy social workers to work directly with students during the school day and provide wrap around services to families. For the 21-22 SY, the school introduced a model whereby social workers also work directly with students who have been identified through the SST process as being at-risk as an early intervention strategy. The school’s registrar works closely with families to remove barriers that frequently prevent students from attending school at least 90% of the school year and offers workshops and other training opportunities for parents to learn how to build strong school to home connections.

Selecting and retaining staff committed to working with an urban population, whose school experience has not always been the most positive socially, emotionally, and/or academically is a critical task and priority at TCGDC. As such, the professional development plan for the 2021-22 school year aggressively targets the connection between an SEL-rich and academically focused climate. Addressing our student's reading gaps is facilitated by the Lexia technology reading intervention program by all teachers who were assigned to teach reading. Teachers will maintain a laser focus on identifying and addressing gaps in phonological awareness, vocabulary, and reading comprehension.

Whole Brain Teaching (WBT) was implemented with fidelity and helped teachers to strengthen student engagement using the three learning modalities. Integrating WBT also helped to build relevance and served as a common vehicle for helping teachers make connections with students. Whole Brain Teaching provided not only a common language among the staff and students, but consistent protocols that were melded with solid instructional practice. In addition, staff survey results illuminated the need for social and instructional support for all adults in the building. As a result, TCGDC has created several avenues to intensify the connection among staff unified by the TCGDC mission and common work, where mutual collaboration and support set the tenor of the environment for staff and students.

### **Teacher Capacity**

The key to student success is teacher instructional capacity. Building said capacity begins with teacher recruitment and engagement, where developing a growth mindset for children, creating a supportive environment, and employing instructionally effective, content-standards based practices form the cornerstone of practice and growth. Once onboarding has been completed, capacity is further developed through in-the-moment and reflective instructional coaching in three key pathways: whole staff learning, grade-level and content-specific learning, and individual, one-on-one learning. Teachers utilize data from individual lessons for instruction, including iReady diagnostic and instruction results, to support students in achieving grade-level content standards in both literacy and math.

Weekly data meetings have had the greatest impact on helping teachers to identify and address academic gaps. The weekly data meetings (WDM) focus on content knowledge, interpreting and unpacking content standards, and deploying appropriate instructional moves in response to student data. These meetings are led by the instructional coach and/or the academic dean in collaboration with the teacher. Grade groups meet weekly to plan and rehearse rigorous lessons prior to execution in the classroom. Instructional lessons must include differentiation for students with specific needs with appropriate scaffolds for all learners present. The administrative team and academic coaches perform structured observational walks grounded in student work and explicit feedback. Each coach/academic dean is required to debrief with the teacher personally prior to the end of the day using the notes from the debrief to build future meeting action steps. Teachers receive specific feedback to improve classroom practices and student outcomes.

TCGDC instructional staff can be categorized in four ways: new/novice teachers, those requiring substantial assistance, those requiring some assistance, and those who are master teachers and can serve in leadership roles. Administrators and academic deans meet with individual teachers to hone their practice.

Highly effective teaching is the result of the recruitment, development, and retention of staff – recruitment chief among them. Fully understanding the importance of recruitment, TCGDC has utilized myriad sources of recruitment across the year including: national educator posting sites, job fairs in DC and the Mid-Atlantic Region, partnerships with colleges and universities with education departments, personal networks of staff, and teacher preparation programs – Teach For America and Urban Teachers. Constructing these pipelines allow TCGDC to create a sustainable pipeline of “home grown” teachers. A pivotal factor in the selection process is experience in urban settings, with high academic student performance and expertise in managing learning for students with disabilities.

TCGDC adopted a teacher evaluation model based on the Danielson Framework for Teaching whose domains include planning and preparation, instruction, classroom environment, and professional responsibilities. In addition, the teacher evaluation model includes student progress and data from surveys and discipline referrals. Teachers are identified as needing monitoring, support, or intensive support. Support is provided by the administrative team and the coaches. Formal observations follow the classroom visits, and teacher progress is documented using Whetstone, a computer-based platform. Under-performing teachers are placed on intensive support plans, coached using the most invasive model, and monitored closely based on clear action steps. Teachers failing to make any progress following this level of support are dismissed from their position and an instructional coach is assigned to support the class until a suitable replacement instructor is found.

The administration understands that selecting and retaining the right teachers is critical to mission success. TCGDC offers competitive salaries but more importantly, it offers opportunities for growth and innovation in the instructional space. The school team openly shares responsibility and opportunities for growth, allowing teachers distributive leadership opportunities.

### **Student Support**

The school employs three systems to identify appropriate interventions for students. Localized at the grade-level band, the first tier is chaired by the grade-level band assistant principal and includes grade-level teachers and special educators. In this working group, lessons are developed to differentiate instruction for students with traceable intervention data. Many of the students at TCGDC require substantial interventions for academic and behavioral support through the grade-level teams. Initial assessment requires a diagnostic administration of iReady, which is a computer adaptive assessment tool. State assessment scores, student work samples, and social-emotional observational notes are examined to determine appropriate next steps and further interventions.

Students requiring additional assistance are referred to the Student Support Team (SST), which serves as a second tier of identification and response. The team requires data on academic

performance, behavior, organizational skills, and mental health observations be initiated for a student. At this meeting, the team determines specific intervention plans tailored to the student at hand with regular cycles of data review for efficacy and for the team to mobilize resources for interventions. The deployment of resources and changes in staff schedules to accommodate students requires a systematic approach, with approval from the Chief of Educational Services. One result of the SST process can be student referral to the IEP process for evaluation, when interventions are not effective.

The third tier of review and identification occurs with the CARE Team. The CARE Team looks at aggregate data including attendance, discipline referrals, family crisis, counseling notes, and data sheets compiled by Therapeutic Behavior Assistants (TBAs). These data sheets track individual student performance and behavior on a regular time interval. This level of data scrutiny allows for the providers of service to look at both individual students and families. In addition, this holistic look at aggregate data can identify teachers who may need additional support. The CARE Team can also mobilize school resources to support a child, a family, or a teacher. Parents may also present concerns to the teacher or to student support personnel. Parent concerns are addressed immediately by the teacher. However, requests for additional support are automatically sent to the SST for further consideration.

## **Academics**

TCGDC focuses on differentiating its instructional programming to meet students where they are, focusing on growth rather than ability. Some of the instructional shifts that have positively contributed to the school's gains are as follows.

- 1) Dimensions Math (K-5) & Eureka Math (6-8)—Both curricula are based on Common Core Standards and use a thematic approach, as well as support project-based learning and encourage mathematical discourse and critical thinking.
- 2) Project-Based Learning (PBL)—Based on the Buck Institute for Education, PBL pushes students to engage in real world problem-solving.
- 3) Balanced Literacy & Interventions—Using the tenants of Wit & Wisdom, Read Well, and Language Live for a balanced literacy approach, teachers approach reading and writing through an integrated lens. Students have daily opportunities to read, write, and speak using engaging, rigorous texts – both literary and informational.
- 4) Interim Assessment Data—Using standards-based instruction, teachers assess student mastery on a 6 to 8 week cycle. Following the assessment administration, teachers participate in a data dive using student work to identify strengths, misconceptions, and to create re-teaching/review plans.
- 5) Professional Development and Coaching—Following the data dive, appropriate adjustments are made to the coaching and professional development plan to ensure that teachers understand how to masterfully teach high stakes skills.
- 6) Arts Integration—The Wit & Wisdom Curriculum has provided teachers with a simplified approach to integrating arts into all subjects. Each module is designed around one topic that deeply explores all facets of a particular theme. The curriculum includes works of art, history, and music as a form of engagement and expression.

# Unique Accomplishments

## George Washington University Partnership

The 2021-22 school year bought three new teachers to the graduate program from GW University in which each of them will receive their master's degree from The George Washington (GW) School of Human Development program. Several TCGDC and Children's Guild leaders are graduates of the program, which equips educators with essential skills in supporting students with special needs, especially emotional regulation concerns. The GW partnership is the just one of the programs available to staff, who seek to remain with TCGDC and deepen their practice through further education and training. Participants in the program can continue teaching and implement acquired skills in the classroom right away, as well as become training teachers for future student interns that need to complete the practicum portion of their master's degree. We are excited about the benefits for students because of this partnership and the dividends for our instructional community because of teachers participating in the program.

## KIPP Certification Fellowship Partnership

TCGDC has long sought to formalize professional learning for staff who seek to deepen their instructional practice and constructing an effective pipeline of special educators has proven a constant struggle. The school successfully developed a partnership with KIPP to provide noncertificated teaching staff an opportunity to become certified in special education offered through a yearlong fellowship. KIPP's SPED Fellowship, like the GW partnership, allows teachers to continue their work in the classroom, while cementing their learning and attaining eligibility for certification. Through this partnership, the school can create a sustainable pipeline of special education teachers capable of supporting our students in a variety of settings within our school, which is an exciting value-added proposition for students and families. Two of our teachers achieved their Special Education certification this school year.

## Accreditation

In May of 2022, we received our official visit from the Middle States Accreditation Team. The team was collecting and observing our school and its processes through the lens of eight sub categories that would eventually determine our status. The sub-categories were:

1. Organization for Growth and Development
2. Descriptive Summary of the School's Foundation Documents
3. Descriptive Summary of the School Community and Its Student Performance
4. Descriptive Summary of School Leadership and Organization
5. Descriptive Summary of Educational Program and Resources
6. Descriptive Summary of Student Services and Life
7. Descriptive Summary of Maintenance and Operations
8. School Improvement Planning

In September we were officially welcomed to the Middle States School Accreditation family!

### List of Donors

TCGDC did not have any donors or grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2021-22 school year.

# Appendices

## Appendix A

### STAFF ROSTER as of 10/05/2021

Last Name	First Name	Position	Education Level
ALEXANDER	JASMIN	Therapeutic Behavior Aide	Some College
ALEXANDER	IVA	Speech Language Pathologist	Masters
ARMSTRONG	MICHAEL	Teacher Physical Education	Bachelors
ASHTON	LEANNA	Therapeutic Behavior Aide	Some College
BARKSDALE	ANTOINETTE	Teacher Assistant	Some College
BEALE	DAJIAH	Therapeutic Behavior Aide	Some College
BOUCHER	KENNETH	Coordinator of Visual Performing & Creative Arts- DC	Doctorate
BYRD	STERLETTA	Therapeutic Behavior Aide	HS Diploma
CADOGAN	FLOYD	Maintenance Technician II	Some College
CALDWELL	MONICA	Teacher Special Education	Masters
CAMPBOR	SHELBY	School Administrative Assistant- DC	Some College
CARTER	FRANCESCA	Supervisor of School Operations	Bachelors
CLARK	EBONNIE	IEP Coordinator	Masters
COOK	JALANI	Therapeutic Behavior Aide	Bachelors
CRUM	SHANEIA	Behavior Coach	Some College
DANIELS	BRYAN	Principal DC Charter	Masters
DAVIS	CHAKA	Teacher	Bachelors
DEVAUGHN	NASHONTE	Teacher Assistant	Some College
DILLARD	DASHAWN	Lead Behavior Coach	Bachelors
EDMONDS	KIARA	Therapeutic Behavior Aide	HS Diploma
FAULK	BRITTNEY	School Social Worker	Masters
FLEMING	JACQUELINE	School Social Worker	Masters
GEORGE	MONET	Teacher	Masters
GILES	MELODY	Student Recruitment Coord./Community Liaison	Some College
GRAVES	AYSIA	Therapeutic Behavior Aide	Some College
GRAY	GEQUITA	Teacher	Masters
GREEN	CHERISH	Therapeutic Behavior Aide	HS Diploma
GREEN CLARKE	CLEOPATRA	Teacher Assistant	Some College
HAILEMESKEL	NAOMI	Occupational Therapist	Masters
HARVEY	KRISTIE	Teacher	Masters
HEBRON	TRINA	Food Service	Some College
HERBERT	KENEDE	Teacher Special Education	Bachelors
HILL	SHANTESE	Teacher Assistant	Some College
HOGAN	TIAIRRA	Teacher Assistant	HS Diploma
HOLLEY	SHARLISA	Teacher Assistant	Some College
HOWARD	EDWINA	Teacher	Bachelors

JACKSON	ANDRE	Teacher Assistant	HS Diploma
JACKSON	TANNA	Supervisor of Special Education	Doctorate
JACOBS	JENNAH	Teacher	Masters
JEFFERIES	RODNEY	Teacher	Masters
JOHNSON	NICOLE	Therapeutic Behavior Aide	HS Diploma
JOHNSON	DARYL	Teacher Special Education	Masters
JOHNSON	DANIELLE	Assistant Principal	Bachelors
JONES	ANGELA	Library Media Aide	Some College
JONES	CARLITA	Instructional Coach	Bachelors
JORDAN	JESSICA	Therapeutic Behavior Aide	Some College
KELLY	MALIK	Teacher Assistant	Some College
KIRK	ALICE	Dean of Academics	Masters
KIRKSEY	TAJE	Therapeutic Behavior Aide	HS Diploma
KIRKSEY	TERRENCE	Teacher Assistant	Some College
KNOX	KENDALL	Instructional Coach	Masters
LEWIS	AREBRET	Teacher Art	Bachelors
LIVINGSTON	ELLEN	Lead Social Worker Supervisor	Masters
LOCKHART	VALENTINO	Teacher Special Education	Doctorate
LYON	SHAWN TI	Teacher Special Education	Masters
MANIGAULT	MICHELLE	Teacher	Masters
MATTHEWS	ARNESHA	Therapeutic Behavior Aide	HS Diploma
MCBRIDE	ALEXSEYIA	Food Service	HS Diploma
MCDONALD	KEVIN	Teacher	Bachelors
MCGEE	SOLOMON	Teacher	Bachelors
MCLEOD	TAYLOR	Teacher	Masters
MEDLEY	FRANCIS	Assistant Principal	Masters
MOORE JR	HOWARD	Maintenance Technician II	HS Diploma
NICHOLSON	DIRAY	Teacher Assistant	HS Diploma
NICKERSON	PATRICIA	Behavior Coach	Some College
PARKER	DENAJAH	Therapeutic Behavior Aide	Some College
PAYEN	KEYASHA	Teacher Assistant	Some College
PHILLIPS	GREGORY	Behavior Coach	Some College
PINKNEY	MELISSA	Teacher	Masters
POSEY	ASHLEY	Registrar	Some College
RAY	ARMANI	Teacher Assistant	HS Diploma
RICH	APRIL	Teacher Assistant	HS Diploma
ROBINSON	DERRICA	Therapeutic Behavior Aide	HS Diploma
RODE	ETHAN	Teacher	Bachelors
ROY	TIERA	Teacher Assistant	Some College
ROY	ROSITA	Teacher	Masters
RUSSELL	SHANTAL	Teacher Music	Bachelors
RUTLEDGE	ERIN	Teacher Special Education	Masters
SEALES	SEDRICK	Teacher Assistant	HS Diploma
SINGLETON	TONYA	Teacher Special Education	Bachelors

SPRINGER	TAYLOR	School Social Worker	Masters
STANLEY	GLENN	Teacher Assistant	Some College
TIMUS	CRYSTAL	School Administrative Assistant- DC	Some College
TURNER	AARON	Therapeutic Behavior Aide	Some College
VERNON	AYANA	Teacher	Masters
WALLACE	KATRINA	School Counselor	Masters
WARD	DAPHNE	Teacher Special Education	Masters
WARE	ARYANA	Teacher	Masters
WARF	LAURIE	Teacher Special Education	Masters
WARREN	BRIANNA	Teacher Special Education	Masters
WILLIAMS	LESLIE	Health Instructor	Bachelors
WILLIAMS	SHON	Teacher Music	Bachelors
WILLIAMS	ENAYIA	Therapeutic Behavior Aide	Some College
WILLIAMS	DIRMETRIA	Therapeutic Behavior Aide	HS Diploma
WILLIAMS-HENRY	KEVIN	Teacher Assistant	Some College
WRIGHT	STEPHEN	Teacher	Masters

**The CHILDREN’S GUILD DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD 21-22**

- 1. Robert Seabrooks, BOARD CHAIR**  
*District of Columbia Resident – Joined 2020*
- 2. Cleopatra Green-Clark**  
*District of Columbia Resident – Joined 2016*
- 3. Dr. Jason S. Henderson, CEO**  
*District of Columbia Resident – Joined 2019*
- 4. Rev. Charles W. McNeill, Jr.**  
*Joined 2019*
- 5. Tiffany Dunston, Primary Teacher**  
*District of Columbia Resident – Joined 2020*
- 6. Mayra D. Figueroa-Clark, LICSW**  
*District of Columbia Resident – Joined 2020*
- 7. Yolanda Lusane, PHD, PT, CAPM**  
*District of Columbia Resident – Joined 2020*
- 8. Seema Thomas**  
*District of Columbia Resident – Joined 2020*
- 9. Angelo Wong III**  
*District of Columbia Resident – Joined 2020*
- 10. Marie Caputo**  
*Joined 2020*
- 11. Michael J. Curran**  
*Joined 2020*

## Appendix C—Unaudited Year-end 2021-22 Financial Statement

<b>Fiscal Year</b>	<b>Element</b>	<b>Unaudited Statements</b>
2021-2022	General Education, DC Funding Allocation	\$ 7,107,361
2021-2022	Categorical Enhancements, DC Funding Allocation	\$ 499,463
2021-2022	Facilities Allowance, DC Funding Allocation	\$ 729,312
2021-2022	Federal Entitlements and Other Federal Funds	\$ 2,821,259
2021-2022	Private Grants	\$ -
2021-2022	Cash Contributions	\$ -
2021-2022	In-Kind Contributions	\$ -
2021-2022	State Grants	\$ -
2021-2022	Other Income	\$ 287,376
2021-2022	<b>Operating Revenues</b>	<b>\$ 11,444,771</b>
2021-2022	Personnel Salaries and Benefits	\$ 5,379,363
2021-2022	Direct Student Expenses	\$ 351,446
2021-2022	Rent	\$ 1,204,337
2021-2022	Depreciation and Amortization, Facility	\$ -
2021-2022	Interest Expense, Facility	\$ -
2021-2022	Other Occupancy Expenses	\$ 474,944
2021-2022	<b>Occupancy Expenses Subtotal</b>	<b>\$ 1,679,281</b>
2021-2022	Depreciation and Amortization, Non-Facility	\$ 420,036
2021-2022	Interest Expense, Non-Facility	\$ 11,348
2021-2022	Management Organization Fee	\$ 1,732,024
2021-2022	Other General Expenses	\$ 1,438,938
2021-2022	<b>General Expenses Subtotal</b>	<b>\$ 3,602,346</b>
2021-2022	Functional Expenses: Program Services	\$ 9,280,412
2021-2022	Functional Expenses: General and Administrative	\$ 1,732,024
2021-2022	Functional Expenses: Fundraising	\$ -
2021-2022	<b>Operating Expenses</b>	<b>\$ 11,012,436</b>
2021-2022	<b>Total Functional Expenses Minus Operating Expenses S/B 0</b>	<b>\$ -</b>
2021-2022	<b>Operating Income (Loss)</b>	<b>\$ 432,335</b>
2021-2022	Nonoperating Income (Loss)	\$ -
2021-2022	Description of Nonoperating Income (Loss)	None
2021-2022	Other Increases (Decreases) in Net Assets	\$ -
2021-2022	Description of Other Increases (Decreases) in Net Assets	None
2021-2022	<b>Change in Net Assets</b>	<b>\$ 432,335</b>
2021-2022	Income from Philanthropy	\$ -
2021-2022	Income from Dividends, Interest, Net Rental Income, and Net Gain on Sales of Assets	\$ -
2021-2022	PPP Loan Forgiveness Included in Operating Revenues	\$ -
2021-2022	PPP Loan Forgiveness Included in Nonoperating Income (Loss)	\$ -

2021-2022	ESSER and ESSER Equivalents	\$ -
2021-2022	ERTC	\$ -
2021-2022	OSSE Grants for COVID-19 Testing, School-Based Clinical Support, and Contact Tracing	\$ -
2021-2022	OSSE Public Charter School Reopening Grant (FY21)	\$ -
2021-2022	OSSE Public Charter School Reopening Facilities Grant (FY22)	\$ -
2021-2022	FCC's Emergency Connectivity Fund	\$ -
2021-2022	<b>Total Income Not Subject to DC PCSB Administrative Fee</b>	<b>\$ -</b>
2021-2022	Net Cash Provided by (Used In) Operating Activities	\$ (23,390)
2021-2022	Net Cash Provided by (Used In) Investing Activities	\$ -
2021-2022	Proceeds from Debt	\$ -
2021-2022	Principal Payments on Notes Payable	\$ -
2021-2022	Prepayment on Notes Payable	\$ -
2021-2022	Current Year Balloon Payment	\$ -
2021-2022	Other Financing Activities	\$ 786,072
2021-2022	<b>Net Cash Provided by (Used In) Financing Activities [Annual]</b>	<b>\$ 786,072</b>
2021-2022	<b>Net Change in Cash, Cash Equivalents, and Restricted Cash [Annual]</b>	<b>\$ 762,682</b>
2021-2022	Cash, Cash Equivalents, and Restricted Cash - Beginning	\$ 1,826,333
2021-2022	Average Usable Square Footage, Leased Facilities	-
2021-2022	Average Usable Square Footage, Owned Facilities	-
2021-2022	Cash and Cash Equivalents	\$ 2,589,015
2021-2022	Restricted Cash and Cash Equivalents	\$ -
2021-2022	Investments	\$ -
2021-2022	Restricted Investments	\$ -
2021-2022	Grants and Accounts Receivable, Net	\$ 2,308,519
2021-2022	Prepaid Expenses and Other Current Assets	\$ -
2021-2022	<b>Total Current Assets</b>	<b>\$ 4,897,534</b>
2021-2022	Noncurrent Restricted Cash and Cash Equivalents	\$ -
2021-2022	Noncurrent Investments	\$ -
2021-2022	Noncurrent Restricted Investments	\$ -
2021-2022	Property and Equipment, Net	\$ 3,215,553
2021-2022	Deposits and Other Noncurrent Assets	\$ 185,000
2021-2022	<b>Total Assets</b>	<b>\$ 8,298,087</b>
2021-2022	Accounts Payable and Accrued Expenses	\$ 473,202
2021-2022	Line of Credit	\$ 844,262
2021-2022	Current Portion of Long-Term Debt	\$ -
2021-2022	Following Year Balloon Payments Refinanced by December 31	\$ -
2021-2022	Other Current Liabilities	\$ -
2021-2022	<b>Total Current Liabilities</b>	<b>\$ 1,317,464</b>
2021-2022	Long-Term Debt, Net of Current Portion	\$ -
2021-2022	Other Long-Term Liabilities	\$ 3,278,213

2021-2022	<b>Total Liabilities</b>	<b>\$ 4,595,677</b>
2021-2022	Net Assets Without Donor Restrictions	\$ 3,702,410
2021-2022	Net Assets With Donor Restrictions	\$ -
2021-2022	<b>Net Assets</b>	<b>\$ 3,702,410</b>
2021-2022	<b>Total Liabilities and Net Assets</b>	<b>\$ 8,298,087</b>
2021-2022	<b>Assets Minus Total Liabilities and Net Assets S/B 0</b>	<b>\$ -</b>
2021-2022	<b>Cash, Cash Equivalents, and Restricted Cash Difference S/B 0</b>	<b>\$ -</b>

## Appendix D--Approved FY23 Budget

New PCSB Budget Account for FY23 Collection	Previously	Annual Fiscal Year 2023
The Children's Guild DC PCS		
General Education, DC Funding Allocation		\$3,377,050
Categorical Enhancements, DC Funding Allocation		\$4,423,800
Facilities Allowance, DC Funding Allocation		\$742,944
Federal Entitlements and Other Federal Funds		\$1,769,320
State and Local Government Contributions and Grants		-
Private Contributions, Donations, and Grants		-
Other Income		\$41,967
<b>Operating Revenues</b>		<b>\$10,355,081</b>
Instructional Staff		\$3,028,529
Student Supports Staff		\$1,918,602
School Administrators		\$794,656
<b>Education Personnel Salaries and Benefits Subtotal</b>		<b>\$5,741,787</b>
Business/Operations Salaries and Benefits		\$447,702
Administrative/Other Staff Salaries and Benefits		\$327,044
<b>Personnel Salaries and Benefits Subtotal</b>		<b>\$6,516,532</b>
Instructional Supports		\$1,037,742
Educational Materials		\$162,364
Food Service		\$306,555
<b>Direct Student Expenses Subtotal</b>		<b>\$1,506,661</b>
Rent Expense		\$1,193,086
Depreciation, Owned Facilities		-
Amortization, Leased Facilities		-
Interest Expense, Owned Facilities		-
Interest Expense, Leased Facilities		-
Other Occupancy Expenses, Owned Facilities		-
Other Occupancy Expenses, Leased Facilities		-

<b>Occupancy Expenses Subtotal, Owned Facilities</b>	-
<b>Occupancy Expenses Subtotal, Leased Facilities</b>	<b>\$1,193,086</b>
<b>Occupancy Expenses Subtotal</b>	<b>\$1,193,086</b>
Depreciation and Amortization, Non-Facilities	<b>\$417,354</b>
Interest Expense, Non-Facilities	<b>\$46,500</b>
Management Organization Fee	<b>\$1,256,626</b>
Other General Expenses	-
<b>General Expenses Subtotal</b>	<b>\$1,720,480</b>
<b>Operating Expenses</b>	<b>\$10,936,760</b>
<b>Operating Income (Loss)</b>	<b>\$(581,679)</b>
Nonoperating Income (Loss)	-
Description of Nonoperating Income (Loss)	N/A
Other Increases (Decreases) in Net Assets	-
Description of Other Increases (Decreases) in Net Assets	N/A
<b>Change in Net Assets</b>	<b>\$(581,679)</b>
<b>Net Assets</b>	<b>\$(581,679)</b>

## Appendix E—Annual Campus Data Report

### School Year (SY) 2021-22 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: The Children's Guild DC PCS
PCSB	Campus Name: The Children's Guild DC PCS
PCSB	Grades served: Alternative
PCSB	Overall Audited Enrollment: 214

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	5	12	15	13	30	21	39
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	26	54	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

School	<b>Total number of instructional days:</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate:</b> 3.20%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.14%
PCSB	<b>In-Seat Attendance:</b> 70.70%
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>
PCSB	<b>Midyear Withdrawals:</b> 4.10% (9 students)*
PCSB	<b>Midyear Entries:</b> 5.50% (12 students)*
PCSB	<b>Promotion Rate (LEA):</b> 100.00%

School (SY20-21)	<b>College Acceptance Rate:</b>
School (SY20-21)	<b>College Admission Test Score:</b>
PCSB (SY20-21)	<b>Graduation Rate:</b> N/A

## Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 24%</b>
School	<b>Number of Teachers: 22 Teachers</b> “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.
School	<b>Teacher Salary:</b> Average: <b>\$ 72,696.47</b> Range -- Minimum: <b>\$ 44,000.06</b> Maximum: <b>\$ 101,739.04</b>
School	<b>Executive Compensation:</b>  <b>\$101,739.04 – Nikita Walker, Special Education Teacher</b> <b>\$115,000.08 – Tanna Jackson, Special Education Director</b> <b>\$119,999.88 – Bryan Daniels, Principal</b> <b>\$128,000.08 – Frank Medley, Assistant Principal</b>  Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22.

### \*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.

*\*Disclaimer—The Children’s Guild acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.*