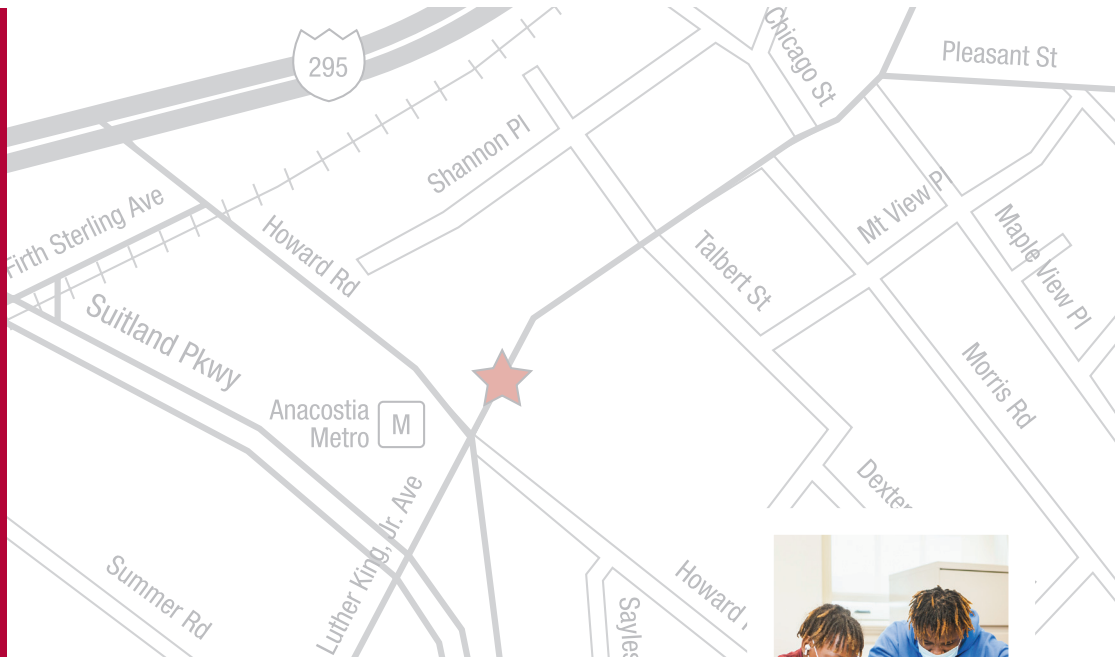


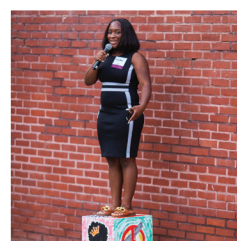


Public Charter High School



# 2021-22 ANNUAL REPORT

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## ***ANNUAL REPORT NARRATIVE***

### **EXECUTIVE SUMMARY**

Thurgood Marshall Academy is a law-themed public charter high school in Washington, DC's Ward 8, founded on U.S. Supreme Court Justice Thurgood Marshall's belief that all children have the right to a first-class education. Thurgood Marshall Academy's mission is to prepare students to succeed in college and to actively engage in our democratic society. As the first and only law-related charter school in Washington, DC, the school's goal is to help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities. The school opened in 2001 with 80 ninth-graders and added a grade each year. In 2021-22, Thurgood Marshall Academy served 349 students in grades 9-12.

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

The school offers a college-preparatory curriculum rich in electives and advanced courses, but also intensive intervention since a significant proportion of its students enter the 9<sup>th</sup> grade with skills below grade level. Instructional planning is guided by a data-driven approach aligned to Common Core Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC).

The 2021-2022 academic year marked the school's return to in-person learning. Due to the COVID-19 pandemic, there were further disruptions to the school year, albeit on a lower scale than in the 2020-21 school year. Nevertheless, Thurgood Marshall Academy's faculty, staff, students, and community witnessed many accomplishments. In 2021-22, achievements included the following:

- 100% of graduates in the Class of 2022 were accepted to college, with graduates accepted at institutions including Temple University, Clark Atlanta University, and George Washington University.
- Scholarships awarded to students in the Class of 2022 totaled over \$8 million. Notable scholarships included a graduate's inclusion in the inaugural cohort of the D.C. Scholars Program at Johns Hopkins University.
- Students were recognized by city-wide rhetorical competitions, including a student serving as one among two U.S. Senate Youth Program delegates for D.C., and four students reaching the finals of the Mikva Soapbox challenge.
- Thurgood Marshall Academy's community was present in the media via a student and a teacher presenting commentary on NPR, inclusion of alumni in the teens-and-gun-violence documentary *Before We Could Drink*, and the listing of Thurgood Marshall Academy in *U.S. News & World Report's* list of the best high schools in the U.S.

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

## I. SCHOOL DESCRIPTION

### *I.A. MISSION STATEMENT*

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

### **Location and Facilities**

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

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

### **Student Characteristics**

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

<b>2021-22 Student Characteristics Table: Thurgood Marshall Academy *</b>	
<b>Number of students enrolled, by grade level</b>	Grade 9: 130 Grade 10: 73 Grade 11: 70 Grade 12: <u>76</u> Total: 349
<b>Percentage of students with special education IEPs</b>	18%
<b>Percentage of students categorized as At-Risk</b>	66%
<b>Free And Reduced Meals status</b>	Community Eligibility Provision (CEP) school
<b>Number of seniors taking SAT</b>	58
<b>Average SAT Scores</b>	Math: 424 Critical Reading: 446
<b>College Acceptance Rate</b>	100%



## ***I.B. SCHOOL PROGRAM***

Thurgood Marshall Academy's program combines a college-preparatory curriculum, targeted intervention, comprehensive enrichment and after-school activities, and a signature focus on legal skills. In 2021-2022 Thurgood Marshall Academy served 349 students in grades 9-12 and a network of nearly 1,000 alumni.

### **I.B.1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH**

#### **Pandemic Response**

During school year 2021-22, the school's Board, leadership, and employees responded to the pandemic by focusing on frequent communication and judicious planning. The school recognized that each group of stakeholders (students, parents, teachers, administrators, extended families, and the general community) faces unique stresses and risks, has multiple and unique needs, and can strengthen the process through diverse perspectives.

Due to the COVID-19 pandemic and city-wide suspensions of in-person learning, Thurgood Marshall Academy focused on and supported distance learning from March 2020 - July 2021 (although the school did support small groups of students needing in-person support beginning in early 2021). Therefore, the start of the 2021-22 school year in August 2021 also marked the resumption of full-time in-person instruction and activities. Thurgood Marshall Academy made intensive investments to support the return to in-person learning. Facilities and equipment included, but were not limited to, temperature screeners, PPE in every classroom, touch-free restroom fixtures, tents to provide social-distance space for meals, germicidal UV-C lighting in the main HVAC ducts, and air purifiers throughout the campus. Staff engaged in recovery efforts through contact-tracing and case-response support, but also by fostering accelerated learning. Instructional pandemic responses included steps such as adding five Urban Teacher fellows along with tutors to ensure small class sizes in English and math. The school also continued its practice of providing Chromebooks to all students for use at home in support of class work and in case of the need for asynchronous or virtual learning. Out of school time programs struck a balance between a return to in-person activities and virtual work, such as distance work with Law Day volunteers. Additional resources, ranging from expanded multi-day trips to a variety of mental-health interventions, responded to social development needs.

#### **Curriculum Design**

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

Reflecting best practices observed in years past, the 9<sup>th</sup> and 10<sup>th</sup>-grade curriculum for 2021-22 included double-block scheduling for reading and math for all students. Double-block courses allowed all lower-grade students to receive both grade-level appropriate college preparatory coursework and additional

support in English and math from classroom teachers. Students' needs were determined by their performance on interim assessments, teachers' content assessments, and regular progress report data. Students with advanced academic skills were challenged in dual enrollment courses that provided college-level instruction for both high school and college credit.

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

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

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

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

The chart below illustrates how the school integrates regular, fundamental, Advanced Placement (A.P.), and legal coursework.

Subject	Courses (A.P. = Advance Placement; H = Honors)	
English	English I English I H English II English II H	English III English IV A.P. English Language A.P. English Literature
Foreign Language	Spanish I Spanish II	Spanish III
Mathematics	Algebra I Algebra I H Geometry Geometry H Algebra II	Algebra II/Pre-Calculus H Pre-Calculus Statistics A.P. Calculus AB
Science	Applied Integrated Science Biology Biology H Chemistry	Physics Environmental Science A.P. Computer Science Principles A.P. Biology
Health/PE	PE I Health	PE II

Subject	Courses (A.P. = Advance Placement; H = Honors)	
Social Studies	World History I World History I H World History II World History II H A.P. Psychology	U.S. History A.P. US History U.S. Government A.P. U.S. Government D.C. History
Art	Art I Art II	Yearbook Pre-A.P. Art
Music	Music Appreciation	Advanced Music Pre-A.P. Music
Electives	Academic Workshop Adv. Topics in Social Sds. Advanced Computer App. Advanced Music African-American Studies A.P. Biology Seminar A.P. Calculus A.P. Computer Science A.P. Eng. Lang. Seminar Global Studies	Intro. to Law Intro. to Business Law Firm Lab Peer Court Reading Workshop Resource Workshop A Senior Seminar Statistics Yearbook Math Workshop
Technology	Computer Applications I Intro. to Business Yearbook	Advanced Computer App. A.P. Computer Science Principles
Law	Intro. to Law Peer Court	Law Firm Lab
Portfolio	Portfolio-9 Portfolio-10	Portfolio-11 Portfolio-12

## Instructional Approach

### *Data-Driven Instruction*

Thurgood Marshall Academy teachers continued to use assessments to focus lesson planning in 2021-2022.

The school's assessment program for 9<sup>th</sup> and 10<sup>th</sup> grade students uses the NWEA Measuring Academic Progress (MAP) Growth tool as well as Achievement Network (ANet) assessments. Administered in the fall and following Spring, the online MAP Growth tool dynamically assesses student progress by offering increasingly difficult questions when student answer correctly and easier questions following incorrect answers. The test thereby collects data on the student's skill level, progress since prior testing, and growth in comparison with peers. Periodic ANet assessments provide teachers and administrators with students' proficiency level data for ELA and math Common Core standards. Using this data, teachers develop re-teaching plans and supports for the lowest-performing students in upcoming units. After each interim assessment administration, half-day professional development days were scheduled to allow teachers to review and analyze student data. ANet also provides the school with comparative data for other schools within the ANet network, which allows the school to determine how Thurgood Marshall Academy students are performing in ELA and math versus students within our area.

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

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

### ***Professional Development Program***

Thurgood Marshall Academy provides time for all teachers to collaborate in departments and grade levels for curricular work. The 2021-2022 school year began with an intensive, two-week "Warrior Academy." Teachers focused on ways to increase student engagement, implement COVID-19 protocols, incorporate best practices for supporting students with special needs, overall student and adult wellness practices, and grading-for-equity strategies. Teachers learned procedures that help establish a positive and challenging instructional culture. The goal was to create a sense of community in which students feel free to express their curiosity and where both students and adults are committed to creating an atmosphere that is conducive to learning.

In addition, the Head of School and Associate Head of School continued to work individually with teachers throughout the 2021-2022 school year to provide coaching in a collaborative manner. As a part of the instructional leadership team, Department Chairs participated in frequent meetings with the Head of School and Associate Head of School to align school-wide instructional practices.

## **I.B.2. PARENT-INVOLVEMENT EFFORTS**

During the 2021-22 school year, Thurgood Marshall Academy worked closely with parents and guardians to address the needs of each student. Frequency of parent involvement ranges from weekly email bulletins to quarterly formal reports to annual celebrations.

### **School-Home Communications**

Thurgood Marshall Academy communicates consistently with parents about their students' progress through many channels: frequent progress reports; quarterly report cards; Open Houses (virtual in 2021-2022 with in-person appointment options); newsletters; grade level and school wide emails; and Portfolio presentations, during which parents participate as members of the panel (biannually for 9<sup>th</sup> graders and annually for other students). For example, throughout school year 2021-22, Head of School Abdullah Zaki emailed families the "Warrior Weekly" email bulletin covering topics ranging from virtual learning to public COVID-19 response resources to student opportunities. In addition, teachers and administrators communicate with parents on a regular basis about their child's academic and behavioral progress.

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

### **Grade-Level Parent Engagement**

Parents and guardians have the opportunity to connect with grade-level Student Deans at various meetings—both formal and informal—held throughout the school year. In 2021-2022, the Student Deans

built relationships with parents via phone calls, emails, mailings, and video call meetings. These meetings provided parents with information on the specific resources Thurgood Marshall Academy offers students in every grade as well as grade-level promotion requirements.

### **College Access and Parental Engagement**

For families with junior and senior students, the focus of grade-level workshops shifts to college. The College Access Initiative—which includes a Senior Seminar, an SAT Prep course, virtual and in-person college visits, scholarship programs, and financial planning workshops—serves not only students, but also their parents.

Thurgood Marshall Academy’s website provides another link between parents and the college application process. Parents can track their students’ college applications through Naviance, an online college application tracking system that shows student progress in applying to colleges. This helps increase student-parent accountability within the family.

The college counseling team also conducts outreach to families. Parents are invited to attend all after-school college counseling workshops during the school year, which includes college application help days, scholarship application help events, the school’s annual College Fair, the annual College Acceptance Ceremony, and the Senior College Night event, an annual celebration of the accomplishments of the graduating class.

## **II. SCHOOL PERFORMANCE**

### ***II.A. PERFORMANCE AND PROGRESS***

#### **II.A.1. ACHIEVEMENT OF MISSION**

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

#### **Early College Access Opportunities to Earn College Credit**

Advanced Placement and Dual-Enrollment opportunities expanded students’ exposure to rigorous early college programming. Research suggests students learn more and are better prepared for college after taking an A.P. course, even if they do not earn college credit via an A.P. exam. Thurgood Marshall Academy also maintained dual-enrollment partnerships with OSSE’s Dual Enrollment Consortium as well as Bard College. These programs offered students an opportunity to enroll in college courses to receive dual high school and college credit. Thus, participating students are exceptionally prepared for the academic rigors, independence, and critical thinking required in college-level coursework.



## **SAT Results**

This year, three-quarters of seniors took the SAT exam (a lower percentage in the past, reflecting the lower priority of standardized testing for many colleges). The school's average SAT score for the members of the Class of 2022 was 870 (424 Math and 446 Evidence-Based Reading & Writing).

## **College Acceptance and Alumni Achievement**

As the school year drew to a close, this year's graduates once again proved that Thurgood Marshall Academy is making significant strides in fulfilling its mission as a college preparatory institution: 100% of the graduates in the Class of 2022 were accepted to college.

## **Key Mission-Related Programs**

The mission of Thurgood Marshall Academy is to prepare students to succeed in college and to actively engage in our democratic society. In tandem with its college-preparatory curriculum, Thurgood Marshall Academy achieves this mission via (i) focused, effective programs and policies that prepare students to apply to, be admitted to, pay for, and succeed in college; and (ii) through in-school and out-of-school programming involving students with their wider communities. Key components of the school's mission-focused approach, detailed below, includes the College Access Initiative, Alumni program, Law-Related programs, Portfolio, After-School Enrichment Programs, Community Service, and Summer Prep.

### ***College Access Initiative***

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

Members of the Class of 2022 received focused guidance through the college research, application, and enrollment process through their participation in Senior Seminar, a required, year-long class taught by the College Counseling team. The curriculum walks students through the process of completing college applications, drafting college and scholarship essays, and preparing for the transition to college life. To complement the content of Senior Seminar, the College Counseling Department also organized virtual and on-site events related to college access and success. A series of college application and financial aid help sessions brought together students and families, staff, and community volunteers to help seniors gather documents and complete all necessary requirements for the college process.

Different colleges and universities connected directly with Thurgood Marshall Academy students by conducting virtual information sessions and mock interviews to illustrate the expectations of the application process. In addition, several colleges participated in Instant Decision Days, in which student applications were reviewed and admissions offers were made on-site. Such events assure students, many of whom will be first-generation college students, that they can secure college admission.

In addition to college acceptances, the College Counseling Department focuses on securing financial aid and scholarships so that students can attend and succeed in college. Finally, the department extends preparation for college to beyond the senior class, working in different ways with other grades to prepare for applications in the future.

### ***Alumni Program***

Thurgood Marshall Academy's College Counseling services impact nearly 1,000 young adults in the school's alumni network. The Alumni Program supports graduates by providing essential post-graduation

aid in the form of transitional, social-emotional, and financial resources. The program assists alumni in accessing resources at their universities and provides college and financial aid counseling both to college-enrolled alumni and to alumni who are planning to reengage into college or other post-secondary options.

The College & Alumni Counselor oversees Thurgood Marshall Academy's Alumni Emergency Fund, which provides gap funding to alumni who are enrolled in college. The fund ensures that alumni, who are primarily from low-income households, are able to cover unexpected college-related expenses, such as books, travel, and housing deposits. In 2021-2022, the Alumni Fund distributed more than \$18,000 for such expenses, supporting college persistence and graduation. The counselors and College Associate also organized special events such as alumni panels, and they conducted virtual or in-person visits with alumni at colleges and universities throughout the country.

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

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

### ***Law-Related Programming***

As a law-themed school, Thurgood Marshall Academy continues to develop and refine the integration of law in the curriculum and into after school programming. In 2021-2022 the school maintained partnerships with area law firms and Howard Law to provide virtual or in-person law-themed programming. Students participated in at least one of the law-related programs, which are detailed below, either in-class or after school.

#### **Integration into Academics**

At each grade level, students are required to complete a law-related project through their core history course, in which they show that they have employed at least one of Thurgood Marshall Academy's five law skills (advocacy, argumentation, critical thinking, negotiation, and research). In grades 9-11, students participate in mock trials and write legal briefs based on actual case law, such as the Amistad case, the Limber Hospital Case, or the Lieutenant Calley Supreme Court case. Seniors enroll in either U.S. Government or A.P. U.S. Government and Politics, in which they participate in activities such as an issues-to-action project or writing letters to public officials to advocate about an issue, such as women's rights. In the upper grades, students continue to experience law programming in their coursework. Students enrolled in Introduction to Law learn the basic tenets of the American legal system, their implementation, and their effect on everyday life.

#### **Law Day**

Law Days provide Thurgood Marshall Academy 9<sup>th</sup> graders their first formal exposure to the world of law. In 2021-22, Latham & Watkins LLP, Foley Lardner LLP, and Hogan Lovells US LLP each hosted and taught several virtual workshops serving all 9<sup>th</sup> graders. Law Day introduces students to specific cases or legal issues and explores the history and underlying legal principles involved. During Law Day, volunteer attorneys lead workshops on topics including advocacy, discrimination, individual rights, negotiation, and civil trials. Participating in Law Day workshops helps students develop analytical thinking and public speaking skills, while supporting an appreciation for democratic values.

### Howard Law Academy

Thurgood Marshall Academy and Howard University School of Law partnered in 2021-2022 to provide virtual and in-person programming created to encourage tenth grade students to see how law is present in their everyday lives. Thurgood Marshall Academy students engaged in programming taught by Howard Law students and professors who visited Thurgood Marshall Academy's campus and presented Zoom sessions. In addition to teaching civic engagement, the program helps interested students understand the requirements and steps needed to transition from an undergraduate institution to a job at a law firm.

### Law Firm Tutoring

Thurgood Marshall Academy's distinctive Law Firm Tutoring program exposes students to the legal field and pairs them with legal professionals who donate their time as tutors and mentors. Every other Tuesday during a typical school year, 11<sup>th</sup> graders travel from the school to one of several downtown law firms, where legal professionals provide one-on-one tutoring and mentoring. In 2021-2022, programming took place bi-weekly on Tuesdays through Zoom video calls. In 2021-2022, 75% of 11<sup>th</sup> graders participated in a virtual adaptation of program. Law Firm Tutoring also included several college-related projects, such as SAT/PSAT writing, scholarship searches, college research, personal statement writing, and resume writing.

In 2022-22, Thurgood Marshall Academy partnered with the following firms for Law Firm Tutoring:

- Crowell & Moring LLP
- Winston & Strawn LLP
- King & Spalding LLP
- Vinson & Elkins LLP
- Williams & Connolly LLP

### *Portfolio Assessments*

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

In 2021-2022, Thurgood Marshall Academy students continued to develop interpersonal, public speaking, and academic skills through the Portfolio Assessment Program. Building a Portfolio is a year-long process that reinforces the study habits that lead to academic excellence. The program requires all Thurgood Marshall Academy students to set measurable goals for academic and civic achievement and to hold themselves responsible for living up to high expectations. Each student compiles a record of his or her academic work, behavioral performance, and community service and prepares special academic projects in core subjects for inclusion in her or his Portfolio. Under teacher supervision, students use rubrics to measure, analyze, and reflect upon their performance throughout the school year.

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

### ***After-School Enrichment Program***

Thurgood Marshall Academy's after school enrichment activities serve as an extension of the classroom, offering a unique learning arena in which the school's educational ideals are advanced and encouraged. Four full-time staff members administer supplemental programs, working with teachers and staff members to ensure that activities link to the school day and offer distinctive opportunities for student enrichment. Seventy-two percent of students participated in after-school programs during 2021-22.

Following are descriptions of the key enrichment programs that Thurgood Marshall Academy offered students in 2021-22.

#### **After school "Homework Help" Tutoring**

The after-school Homework Help Program, held most days after school, allowed students in all grade levels to receive personalized tutoring. As in years past, Homework Help drew tutors from Thurgood Marshall Academy teachers. Use of online platforms during the pandemic allowed the school to experiment with evening as well as afternoon sessions, with faculty advisors providing a connection to the school day. The Programs Department continued to work with teachers, Deans, and social workers to target students who were under-performing, and strongly encouraged those who were on Academic Probation to attend these tutoring sessions.

#### **Athletics**

At Thurgood Marshall Academy, athletics promote student character development by stressing values of participation, ethical competition, and teamwork. In 2021-22, Thurgood Marshall Academy offered co-ed flag football, girls volleyball, boys and girls basketball, cheerleading, tennis, and co-ed track and field.

Student-athletes are encouraged to apply academic performance to their passion for sports. All students participating in the athletic program must maintain a minimum GPA.

#### **Clubs**

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

#### **Civil Rights Field Trip**

In 2019, Thurgood Marshall Academy's Programs Department and Social Studies Department initiated a new field trip focusing on Civil Rights. Students selected for the trip spent their spring break journeying through several cities that were instrumental to the Civil Rights Movement. At each site, students met prominent civil rights leaders, activists, and historians and visited landmarks that brought their classroom history lessons to life. During a 6-day experiential journey through the South, students engaged in conversations and experiences that deepened their understanding of the injustices in our community today. Students returned to Thurgood Marshall Academy equipped to hold classroom discussions and lead advocacy projects building on the lessons they learned on the trip.

As an element of pandemic recovery, Thurgood Marshall Academy doubled the number of students served by the project prior to the pandemic, providing a hallmark event including both education and socialization

for students who had spent the prior year in virtual learning. In April 2022, 66 juniors and seniors traveled with 16 chaperones in April to visit Civil Rights landmarks, museums, and speakers in the following cities:

- Memphis, Tennessee
- Mississippi Delta
- Jackson, Mississippi
- Birmingham, Alabama
- Selma, Alabama
- Montgomery, Alabama
- Atlanta, Georgia

### ***Community Service***

Thurgood Marshall Academy's diverse community service initiatives play a vital role in helping students become active participants in our democratic society. All students are required to meet grade-level community service requirements in order to be promoted: 9<sup>th</sup> grade students complete a total of 20 hours of service; 10<sup>th</sup> grade students complete an additional 20 hours of community service; 11<sup>th</sup> grade students complete another 30 hours; and seniors are required to fulfill an additional 30 hours, for a cumulative total of 100 hours during their high school careers. Service projects and requirements were modified due to the pandemic following DC PCSB guidelines.

### ***Summer Prep Program***

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

Summer Prep was created to provide incoming 9<sup>th</sup>-grade students as well as 10<sup>th</sup>-grade transfer students with an introduction to the academic and behavioral demands of a college preparatory high school. Computer classes and cultural and athletic enrichment activities further broaden the experiences and skills of incoming students.

## **II.A.2. ACHIEVEMENT OF GOALS IN CHARTER**

Thurgood Marshall Academy's charter incorporates goals by which the school measures its performance. For the 2021-22 school year, Thurgood Marshall Academy notes that many goals either cannot be measured due to COVID-19 interrupting assessments or otherwise reflect pandemic disruptions. Each section below states whether a particular goal is measurable in 2021-22 along with relevant information. **Thurgood Marshall Academy acknowledges that DC Public Charter School Board's review and publication of this annual report does not imply concurrence or disagreement with the content herein.**

### **Goal 1: Student Achievement-Math**

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

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

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



In 2021-22, 22% of students earned a 3 or higher and 4% of students earned a score of 4 or higher.

**The goal cannot be measured for SY 2021-22, as city-wide testing did not occur the prior year (interrupting the four-of-five year measure).**

## **Goal 2: Student Achievement- English Language Arts**

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

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

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

In 2021-22, 34% of students earned a 3 or higher and 15% of students earned a score of 4 or higher.

**The goal cannot be measured for SY 2021-22, as city-wide testing did not occur the prior year (interrupting the four-of-five year measure).**

## **Goal 3: Student Growth**

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

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

**This goal cannot be measured for SY 2021-22 as state summative assessments were not administered in SY 2020-21 due to the pandemic, rendering prior-year comparison impossible.** Thurgood Marshall Academy used interim assessment systems to assess student progress and adjust instruction accordingly in working toward this goal.

## **Goal 4: Graduation**

The school's 4-year Adjusted Cohort Graduation Rate will exceed the state 4-year Adjusted Cohort Graduation rate. Thurgood Marshall Academy's ACGR is 78%

The school's 5-year Adjusted Cohort Graduation rate will exceed the state 5-year Adjusted Cohort Graduation rate. Thurgood Marshall Academy's ACGR is 89%

**This goal cannot be measured for SY 2021-22 as validated data was not available.**

**Goal 5: College**

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

100% of the graduates in the Class of 2022 were accepted to a two or four-year college.

**The school successfully met this goal.**

**Goal 6: Alumni**

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

**Thurgood Marshall Academy did not meet this goal for SY 2021-22.** While available data suggest that only roughly 66% of the class of 2021 enrolled in college within one year of graduating, college enrollment was low nationwide due to the pandemic. Data reflect the impact of the pandemic and are not a reliable gauge of Thurgood Marshall Academy (or any school's) performance.

**Goal 7: Law**

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

In SY 2021-22, 93% of students participated in a law-related activity outside of the classroom, including but not limited to Law Day; Howard Law Academy; Law Firm Tutoring; the Civil Rights Trip; and participating in the Soapbox Challenge sponsored by the Mikva Challenge.

**The school successfully met this goal.**

**Goal 8: Attendance**

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

In 2021-22 the school had an in-seat attendance rate of 90%.

**The goal cannot be measured for SY 2021-22 as the school lacks city-wide comparative data (as of the date of publication).**

## ***II.B. UNIQUE ACCOMPLISHMENTS***

### **Representative Accomplishments**

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

- In 2021-22, 100% of the graduates from the Class of 2022 were accepted to a least one college, a testament to the success of the school's rigorous college-preparatory curriculum.
- The class of 2022 was awarded over \$8.1 million in college scholarship. Notable scholarships included a Stephen J. Trachtenberg scholarship to George Washington University and the inaugural cohort of the D.C. Scholars Program at Johns Hopkins University.
- *U.S. News & World Reports* included Thurgood Marshall Academy in its list of Best High Schools in the U.S.
- Four Thurgood Marshall Academy students were finalists in the city-wide Mikva Soapbox Challenge, in which students present speeches that advocate for various forms of social change.
- Senior Ra'mya Davis was selected as one of two student delegates to represent D.C. alongside Representative Eleanor Holmes Norton at the United States Senate Youth Program and receive a \$10,000 college scholarship.
- Thurgood Marshall Academy senior Lakecia Richardson and Social Studies teacher Karen Lee appeared on *1A—In Case You Missed It: Civics Education 101* on NPR station WAMU.
- Thurgood Marshall Academy alumni Destini Walker and Lauryn Renford were included in the documentary *Before We Could Drink* examining teens and gun violence, concerning activism that began while students at the school.
- MITRE Corporation selected Thurgood Marshall Academy for a partnership that, along with Blue Robin Designs, worked with Art Teacher Byron Johnson and the Art Club to create an environmental and civics themed mural for the school's courtyard.
- Thurgood Marshall Academy Community Service Ambassadors held a recurring Community Pantry Day event. The project exemplifies both the students' and the school's commitment to civic engagement. Roughly monthly on a Saturday, students, staff, and partners set up an area in front of the school to distribute fresh produce, canned goods, and toiletries to members of the community for free.
- The Whitlow Foundation recognized Assistant Director of Operations Nora Moore with its Community Champions award for her and Thurgood Marshall Academy's efforts to support community meals during the pandemic.
- In the 2021-22 athletic season, Thurgood Marshall Academy's Volleyball and Flag Football teams made it to the PCSAA championship games, and in track & field student Erica Walker was the PCSAA girls long jump champion, all modeling for other students that athletes can achieve while maintaining academic rigor.

### **College Acceptance**

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

Thurgood Marshall Academy's Class of 2022 graduates were accepted to the following schools:

- Alabama A & M University
- Albany State University
- Albright College
- American University
- Arizona State University
- Barry University
- Benedict College
- Bethune-Cookman University
- Bowie State University
- California University of Pennsylvania
- Cedar Crest College
- Central State University
- Chatham University
- Clark Atlanta University
- Cleveland State University
- Columbia College Chicago
- Coppin State University
- Delaware State University
- Delaware Valley University
- Dillard University
- East Carolina University
- Elizabeth City State University
- Elon University
- Fayetteville State University
- Fisher College
- Florida Agricultural and Mechanical University
- Florida Memorial University
- Fordham University
- Franklin University Switzerland
- Frostburg State University
- Full Sail University
- George Mason University
- George Washington University
- Goucher College
- Guilford College
- Hampton University
- Harris-Stowe State University
- Harrisburg University of Science and Technology
- Hofstra University
- Hood College
- Howard University
- Jackson State University
- James Madison University
- Johns Hopkins University
- Johnson & Wales University-Charlotte
- Johnson & Wales University-Providence
- Johnson C. Smith University
- Juniata College
- Le Moyne College
- Lincoln University
- Livingstone College
- Longwood University
- Louisiana State University
- Marietta College
- Marshall University
- Mary Baldwin University
- Marymount Manhattan College
- Marymount University
- McDaniel College
- Miles College
- Montgomery College
- Morgan State University
- Muhlenberg College
- New England College
- Norfolk State University
- North Carolina A & T State University
- North Carolina Central University
- North Carolina Wesleyan College
- Northern Virginia Community College
- Notre Dame of Maryland University
- Ohio State University-Main Campus
- Old Dominion University
- Pace University, New York City Campus
- Pennsylvania State University-Penn State Main Campus
- Prince George's Community College
- Radford University
- Randolph College
- Richmond, The American International University in London
- Saint Augustine's University
- Saint Elizabeth University
- Salisbury University
- Shaw University
- South Carolina State University
- Spelman College
- St. John's College
- St. John's University-New York
- Stockton University
- SUNY College at Oswego
- SUNY Cortland
- Susquehanna University
- Sweet Briar College
- Syracuse University
- Temple University

- Tennessee State University
- The Catholic University of America
- The College of Wooster
- Towson University
- Trinity Washington University
- Tuskegee University
- Union College
- University of Arkansas
- University of Cincinnati-Main Campus
- University of Connecticut
- University of Delaware
- University of Louisville
- University of Maryland Eastern Shore
- University of Maryland-Baltimore County
- University of Maryland-College Park
- University of North Carolina at Greensboro
- University of Oklahoma-Norman Campus
- University of the District of Columbia
- University of the District of Columbia Community College
- University of Virginia-Main Campus
- University of Wyoming
- Ursinus College
- Virginia Commonwealth University
- Virginia Polytechnic Institute and State University
- Virginia State University
- Virginia Union University
- Voorhees College
- Washington Adventist University
- West Chester University of Pennsylvania
- West Virginia State University
- West Virginia University
- Western New England University
- Wilberforce University
- William Paterson University of New Jersey
- Wingate University
- Winston-Salem State University
- Xavier University of Louisiana
- York College of Pennsylvania

### **Community Support & Partnerships**

Thurgood Marshall Academy recognizes that building strong relationships with outside entities is essential to the school's success, and the school is proud of the partnerships it has developed throughout the District of Columbia. Thurgood Marshall Academy has developed particularly strong relationships with several District law firms that offer significant monetary and in-kind donations, as well as dozens of volunteers who work directly with students. In general, as highlighted below indicate, the school maintains a network of over 62 partner organizations and more than 300 individual volunteers.

### ***II.C. LIST OF DONORS***

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

- The Andrew and Julie Klingenstein Family Fund
- Battelle Memorial Fund
- Bruce Berman
- Danielle Bierzynski
- Mike and Kareen Burns
- City First Bank of DC
- Crowell & Moring Foundation
- Jacqueline Denning
- Valarie Dock
- Morgan Dunnan
- Education Forward DC
- Jerry Epstein
- Daniel Gordon



- Graham Holdings Company
- Mark Harrison
- Jocelyn Henderson
- Hogan Lovells US LLP
- Latham & Watkins, LLP
- Valerie Lee
- Eleanor Roberts Lewis
- Michael Lewis
- MacArthur Foundation
- Miller & Chevalier Charitable Foundation
- Katlin O'Brien
- PMM Companies
- Martin Pochtaruk
- Lorin Rydstrom
- Robert and Hilary Schlossman
- David Schlossman
- Charles and Norma Schlossman
- Jonathan T. Stoel
- Laurence Telson
- Raymond Weeden
- Beatrice and Anthony Welters
- Winston & Strawn LLP
- Jackson Young

## CONCLUSION

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

Evidence that the school succeeds at its core mission as a college-preparatory school appears in its record of student academic preparation and success: 100% college acceptance among graduates, and more than \$8.1 million in scholarships in 2021-22.

Finally, Thurgood Marshall Academy seeks to prepare students to become advocates for themselves and their communities. Its law-related instruction and programming; its network of more than 65 partnering organizations and 300 volunteers—including numerous representatives of D.C. area law firms; and advocacy by its students within and beyond the school walls demonstrate the significant opportunities available for Thurgood Marshall Academy students to grow personally and engage in the Washington, D.C., community.

## DATA REPORT

### SY 2021-22 Annual Report Campus Data Report

Source	Data Point
PCSB	<b>LEA Name:</b> Thurgood Marshall Academy PCS
PCSB	<b>Campus Name:</b> Thurgood Marshall Academy PCS
PCSB	<b>Grades served:</b> 9 – 12
PCSB	<b>Overall Audited Enrollment:</b> 349

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
<b>Student Count</b>	0	0	130	73	70	76	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> 174 <sup>1</sup> <i>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</i>
PCSB	<b>Suspension Rate:</b> 14.9% <i>(Number of students with out of school suspension and in the school's 2021 audit divided by number of students in the Oct. 2021 audit) multiplied by 100</i>
PCSB	<b>Expulsion Rate:</b> 0% <i>(Number of students expelled and in the school's 2021 audit divided by number of students in the Oct. 2021 audit) multiplied by 100</i>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.27% <i>(Sum of all suspension days for all students due to out of school suspensions divided by sum of enrollment days for all students for the SY 2021 – 22 school year) multiplied by 100</i>
PCSB	<b>In-Seat Attendance:</b> 89.8% * <i>(Sum of all days for which students were present for 80% of the day divided by sum of enrollment days for all students for the SY 2021 – 22 school year) multiplied by 100</i>
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>

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

PCSB	<b>Midyear Withdrawals: 6% (21 students) *</b> <i>(Number of students in the Oct. 2021 audit count who are not on the school's roster through May 31, 2022</i> <b>divided by</b> number of students enrolled as of Oct 2021 audit) <b>multiplied by 100</b>
PCSB	<b>Midyear Entries: 0% (0 students)*</b> <i>(Number of students who enroll after Oct. 2021 audit and remained enrolled through May 31, 2022</i> <b>divided by</b> number of students enrolled as of Oct 2021 audit) <b>multiplied by 100</b>
PCSB	<b>Promotion Rate: 78.7%</b> <i>(Number of students who advanced <math>\geq 1</math> grade level in the LEA based on the grade level in the Oct. 2020 and Oct. 2021 audited enrollment files</i> <b>divided by</b> number of returning students enrolled as of Oct. 2021 audit) <b>multiplied by 100</b>
PCSB (SY20-21)	<b>Graduation Rates: 76.4%</b> <i>(Number of students in cohort who graduated by June or August 2021 with a standard diploma <b>divided by</b> number of first-time grade 9 students in fall 2017 <b>plus</b> transfers in <b>less</b> transfers out <b>less</b> emigrants <b>less</b> students who pass away) <b>multiplied by 100</b></i>
School (SY20-21)	<b>College Acceptance Rates: 97.4%</b> <i>(Number of grade 12 students accepted to a full time college or university <b>divided by</b> number of graduates) <b>multiplied by 100</b></i>
School (SY20-21)	<b>College Admission Test Scores: 74%</b> <i>(Number of grade 12 students scoring at least 800 on SAT <b>or</b> at least 16 on ACT <b>divided by</b> number of grade 12 students) <b>multiplied by 100</b></i>

\*Notes from the D.C. Public Charter School Board:

- 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 10/6/2021 and 5/31/2022 in SY 2021-22, attempting to mimic the D.C. School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate: 66%</b> <i>(Number of teachers retired/resigned/outplaced between October 5, 2021, and first day of school in 2022 <b>divided by</b> number of teachers employed as of October 5, 2021) multiplied by 100</i>																								
School	<b>Number of Teachers:</b> 38 Full-Time; 1 Part-Time “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> 1. Average: \$79,108 2. Range -- Minimum: \$55,763 -- Maximum: \$100,205																								
School	<b>Executive Salaries</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000 for SY2021-22. <table><tr><th>Last</th><th>First</th><th>Title</th><th>FY21 Salary</th></tr><tr><td>Weeden</td><td>Raymond</td><td>Executive Director</td><td>\$189,108</td></tr><tr><td>Zaki</td><td>Abdullah</td><td>Head of School</td><td>\$147,519</td></tr><tr><td>Schlossman</td><td>David</td><td>Chief Operating Officer</td><td>\$145,565</td></tr><tr><td>Hutchinson</td><td>Keisha</td><td>Quality Assurance Manager</td><td>\$114,826</td></tr><tr><td>Mays</td><td>Malika</td><td>Associate Head of School</td><td>\$110,210</td></tr></table>	Last	First	Title	FY21 Salary	Weeden	Raymond	Executive Director	\$189,108	Zaki	Abdullah	Head of School	\$147,519	Schlossman	David	Chief Operating Officer	\$145,565	Hutchinson	Keisha	Quality Assurance Manager	\$114,826	Mays	Malika	Associate Head of School	\$110,210
Last	First	Title	FY21 Salary																						
Weeden	Raymond	Executive Director	\$189,108																						
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Schlossman	David	Chief Operating Officer	\$145,565																						
Hutchinson	Keisha	Quality Assurance Manager	\$114,826																						
Mays	Malika	Associate Head of School	\$110,210																						

## ***APPENDICES***

### **FACULTY AND STAFF ROSTER 2021-22 (With Responsibilities) \***

<b>Last Name</b>	<b>First Name</b>	<b>Title (Responsibilities)</b>
Aklilu	Gelatya	Development Manager, Administration
Allen	Tara	Math Teacher
Alvarado-Sieg	Astrid	Spanish Teacher
Ames	Zabrina	Project Associate
Atchison	Katrina	Cafeteria Associate
Barker	Lena	Librarian
Barnes	Leaunteen	Athletics/Health/Operations Associate
Bockmiller	Shannon	Science Teacher
Brodie	Trina	Cafeteria Associate
Brown	Stephanie	Dean of Students
Brown Powell	Treion	Student Affairs Associate
Bruno	Kevin	Alumni Program and College Associate
Burruss	Monica	Special Education Teacher
Cameron	Deontae	Special Education Teacher
Chiron	Sam	Social Studies Teacher
Claggett	Nicola	Special Education Teacher
Crosby	Shawanna	Student Affairs Associate
Culbreath	Erica	Technology Teacher
Donnelly	Rebecca	Social Studies Teacher
Esho	Anthony	Intervention Teacher
Foster	Erica	Special Education Aide
Gaines	Carra	Social Studies Teacher
Gibson	Talysha	Math Teacher
Gokool	Meera	Math Teacher
Gray	Danielle	Development Manager, Grants
Griffin	Ramon	Special Education Intervention Teacher
Hayden	Yolanda	Mental Health Worker
Hendrix	Tami	English Teacher
Hoy	Glenn Margaret	Special Education Teacher
Hunt	Isaac Cosby	Social Studies Teacher
Hutchinson	Keisha	Quality Assurance Manager
Ivey	LaTrice Renee	Special Education Teacher
Jackson	Grace	Programs & College Associate
James	Precious	Special Education Case Manager/Teacher
Jean	Phoebee	Program Coordinator
Jefferson	Jalicia	Special Education Teacher
Johnson	Byron	Art Teacher
Julien	Nadly	Admissions Coordinator



Last Name	First Name	Title (Responsibilities)
Kenney	M.L.	English Teacher
Koonce-Gaines	Samantha	Science Teacher
Kornegay	Deirdra	Science Teacher
Lee	Janella	Special Education Aide
Lee	Karen	Social Studies Teacher
Lyons	Keisha	English Teacher
Mays	Malika	Associate Head of School
McCullough	George	Math Teacher
McKeiver	Marlon	Special Education Aide
Miller	Alyssa Paige	English Teacher
Miller	Amanda	English Teacher
Mitchell	Sanjay	Director of College and Alumni Programming
Moore	Brian	Health & PE Teacher
Moore	Nora	Assistant Director of Operations
Morris	Ocean-Miracle	Social Studies Teacher
Odu	Oghenekome	English Teacher
Oviedo	Faith	Director of Development & Strategic Partnerships
Parks	Moet	Special Education Aide
Roberts	Elena	Director of Special Education
Saba	Hamzat	College Counselor
Saunders	Gerald	Science and Math Teacher
Schlossman	David	Chief Operating Officer
Schwarz	Christina	Programs Manager
Short	Renee	Office Manager
Shorter	Maureen	Cafeteria Associate
Stevens	Alexa	Spanish Teacher
Stewart	Stacey	Director of Student Affairs/Student Dean
Taylor	Demetrius	Music Teacher
Thompson	Jarrett	Special Education Aide
Thompson	Michele	Athletic Director/PE Teacher
Tyson	Tisha	Math Teacher
Weeden	Raymond	Executive Director
Whieldon	Sarah	Clinical Social Worker
Williams	Desmond	ELA/Intervention Teacher
Wilson	Amanda	Director of Programs
Young	Andrea	Math Teacher
Zaki	Abdullah	Head of School

**\* Qualifications**

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

**THURGOOD MARSHALL ACADEMY BOARD OF TRUSTEES  
SCHOOL YEAR 2021-2022**

**CHAIR OF THE BOARD OF TRUSTEES**

Jonathan Stoel (D.C. Resident; Complaint Liaison)

**VICE CHAIR OF THE BOARD OF TRUSTEES**

Mark Harrison (D.C. Resident)

**TREASURER**

Kenneth Jones

**SECRETARY**

Dan Gordon (D.C. Resident)

**TRUSTEES**

Bruce Berman

Danielle Bierzynski

Jinah Bryant (D.C. Resident; Parent Member)

Jerome Epstein (D.C. Resident)

Regina Foshee (D.C. Resident)

Aleisha James (D.C. Resident; Parent Member)

Richard Roe

Andrew Rosenberg (D.C. Resident)

Laurence Telson (D.C. Resident)

**EMERITUS**

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

**UNAUDITED YEAR-END 2021-22 FINANCIAL STATEMENT**

**Statement of Financial Position**

**Year Ended June 30, 2022**

**ASSETS**

Current Assets

Cash:

Operating	\$	4,830,787
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Operating Reserve		1,329,143
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Total Cash		6,159,930
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Grants and Accounts Receivable		767,884
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Other Current Assets		180,629
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<b>Total Current Assets</b>		<b>7,108,443</b>
-----------------------------	--	------------------

Fixed Assets (Net)

Operating Fixed Assets		499,460
------------------------	--	---------

Facilities		9,280,690
------------	--	-----------

<b>Total Fixed Assets</b>		<b>9,780,150</b>
---------------------------	--	------------------

<b>TOTAL ASSETS</b>	<b>\$</b>	<b>16,888,593</b>
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**LIABILITIES**

Current Liabilities

Accounts Payable	\$	39,420
------------------	----	--------

Accrued Expenses		778,662
------------------	--	---------

Deferred Revenue		11,250
------------------	--	--------

<b>Total Current Liabilities</b>		<b>829,332</b>
----------------------------------	--	----------------

<b>TOTAL LIABILITIES</b>		<b>829,332</b>
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**NET ASSETS**

Without Donor Restrictions		15,949,328
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With Donor Restrictions		109,933
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<b>TOTAL NET ASSETS</b>		<b>16,059,261</b>
-------------------------	--	-------------------

<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$</b>	<b>16,888,593</b>
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**Statement of Activities**  
**Year Ended June 30, 2022**

**REVENUE**

Per Pupil Charter Payments	4,965,778
Per Pupil Facilities Allowance	1,182,576
Per Pupil Special Education	1,281,139
Per Pupil Other Categorical	735,822
Federal Entitlement/Formula Funding	1,761,800
Grants and Competitive Funding	20,700
Non-Federal Grants and Competitive Funding	403,243
Activity Fees	1,150
Individual, Corporate & Gala	238,650
In-kind Revenue	550,630
Other Income	98,862
<b>TOTAL REVENUE</b>	<b>11,240,350</b>

**ORDINARY EXPENSES**

Personnel Salaries and Benefits	8,324,538
Direct Student Expense	939,196
Occupancy Expenses	1,170,242
Office Expenses	446,821
General Expenses	878,387
<b>TOTAL ORDINARY EXPENSES</b>	<b>11,759,184</b>

**NET ORDINARY INCOME \*** **(518,834)**

Depreciation expense, owned facilities	488,052
Depreciation expense, non-facilities	171,369
<b>TOTAL DEPRECIATION EXPENSE</b>	<b>659,421</b>

**CHANGE IN NET ASSETS \*** **(1,178,255)**

**BEGINNING OF PERIOD NET ASSETS** **17,237,516**

**END OF PERIOD NET ASSETS** **16,059,261**

\* The deficit in the unaudited Statement Of Activities results from pandemic impacts and was funded in large part by pandemic-response funds and savings in prior years.

## APPROVED 2022-23 BUDGET (7/1/2022-6/30/2023)

	Data	Subtotals	Totals
General Education, DC Funding Allocation	\$ 5,398,219		
Categorical Enhancements, DC Funding Allocation	\$ 2,204,625		
Facilities Allowance, DC Funding Allocation	\$ 1,236,804		
Federal Entitlements and Other Federal Funds	\$ 1,717,850		
State and Local Government Contributions and Grants	\$ 163,200		
Private Contributions, Donations, and Grants	\$ 949,250		
Other Income	\$ 128,650		
<b>Operating Revenues</b>			<b>\$ 11,798,598</b>
Instructional Staff	\$ 4,170,302		
Student Supports Staff	\$ 2,300,441		
School Administrators	\$ 1,094,605		
Education Personnel Salaries and Benefits Subtotal		\$ 7,565,348	
Business/Operations Salaries and Benefits	\$ 252,491		
Administrative/Other Staff Salaries and Benefits	\$ 633,962		
		\$ 886,453	
Personnel Salaries and Benefits Subtotal			\$ 8,451,801
Instructional Supports	\$ 744,123		
Educational Materials	\$ 495,804		
Food Service	\$ 230,228		
Direct Student Expenses Subtotal			\$ 1,470,155
Rent Expense	\$ 56,400		
Occupancy Expenses Subtotal, Leased Facilities		\$ 56,400	
Depreciation, Owned Facilities	\$ 502,588		
Amortization, Leased Facilities	\$ -		
Interest Expense, Owned Facilities	\$ -		
Interest Expense, Leased Facilities	\$ -		
Other Occupancy Expenses, Owned Facilities	\$ 894,443		
Other Occupancy Expenses, Leased Facilities	\$ -		
Occupancy Expenses Subtotal, Owned Facilities		\$ 1,397,031	
Occupancy Expenses Subtotal			\$ 1,453,431
Depreciation and Amortization, Non-Facilities	\$ 175,412		
Interest Expense, Non-Facilities	\$ -		
Management Organization Fee	\$ -		
Other General Expenses	\$ 1,567,099		
General Expenses Subtotal			\$ 1,742,510
<b>Operating Expenses</b>			<b>\$ 13,117,897</b>
<b>Change in Net Assets</b>			<b><u>\$ (1,319,299)</u></b>

*Projected budget deficit is funded in large part by pandemic-response funds earned and saved in prior years.*

**Capital Expenditures**

FF&E - Classroom	\$	20,500	
FF&E - Administration	\$	63,000	
Computers/software - Classroom	\$	68,200	
Computers/software - Administration	\$	50,125	
Buildings and improvements	\$	557,000	
<b>Total Capital Expenditure</b>			<b>\$ 758,825</b>

