



2023-2024 ANNUAL REPORT



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Messner,
Chairperson
of the Board**

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School Description



Mission

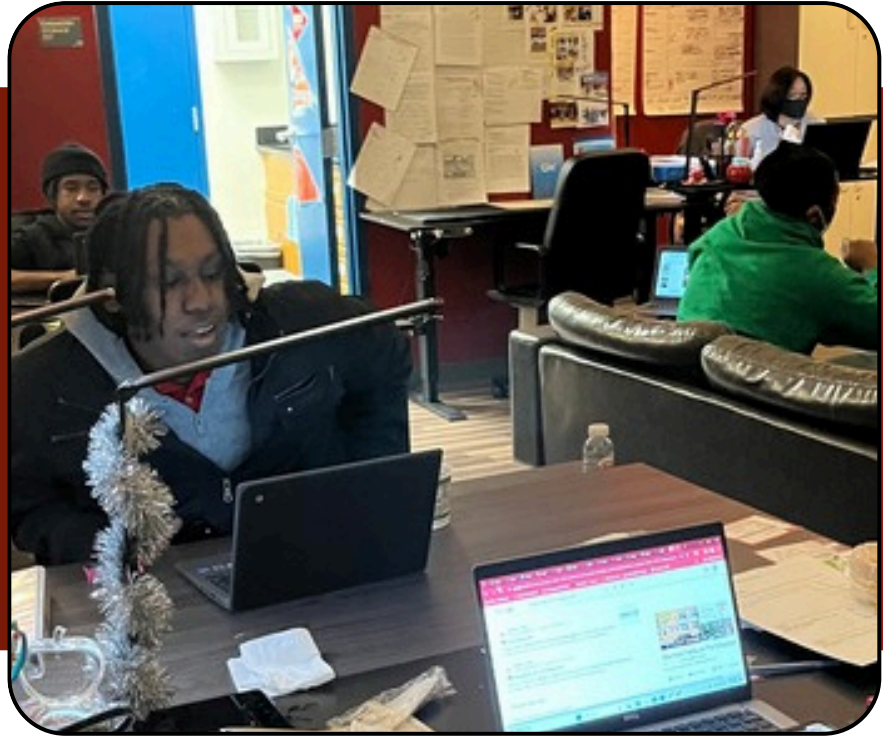
The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.

About Us

Since its founding in 2015, Kingsman Academy has served as an education safety net provider for students seeking a non-traditional and supportive learning environment. Kingsman Academy welcomes all students, especially those seeking intensive credit recovery support, those with attendance challenges looking for flexible scheduling options, and those who need individualized support services and specialized academic and behavior interventions.

Our School Model

By design, Kingsman Academy serves overaged and uncredited students, students with behavior challenges that require intensive support, and students at risk of dropping out due to chronic absenteeism.



Kingsman Academy uses a public health model to address the unique needs of each student. This evidence-based approach identifies individualized interventions across behavior, engagement, academics, and health and wellness, delivered through a coordinated system of support. The model includes personalized learning experiences, a flexible environment, and customized learning plans, ensuring each student receives the specific support they need to succeed.

Our unique staffing model is specifically designed to support our robust school model. Service Delivery Teams (SDTs) consist of academic specialists, intervention specialists, clinicians, program leaders, and support staff. SDTs meet regularly to discuss student needs, monitor student progress, and develop Personalized Learning and Intervention Plans (PLIPs). PLIPs are personalized plans created in collaboration with students, staff, and families to address the specific academic, behavioral, health and wellness, and engagement needs of each student. The plans outline goals, interests, strategies, accommodations, and a continuum of interventions to support a student's overall growth and success. The school runs analytics and reports in real-time to assess plan development, completion, and effectiveness.

Students can request feedback and support from school staff if needed to complete tasks or goals outlined in the plan.



Family Engagement

Kingsman Academy provides opportunities for family engagement and support for student learning. Kingsman Academy values the contributions and involvement of families to establish an equal partnership for the common goal of improving student achievement. Our Family Engagement Coordinator organizes events, hosts workshops, facilitates focus groups, social outings, and coordinates resources to encourage regular family participation, communication, and involvement in student academic learning and school activities. Through home visits, family conferences, celebrations, support, and resources, all school staff work collaboratively to ensure:

- Families play an integral role in assisting their child's learning.
- Families are encouraged to be actively involved in their child's education.
- Families are full partners in their child's education and are included, as appropriate, in decision-making to assist in the education of their child..

Curriculum Design & Instructional Approach

Personalized Competency-based Education Model

Kingsman Academy implements a personalized competency-based education (PCBE) program in collaboration with Marzano Research. The framework allows for multiple pathways to post-secondary readiness by removing barriers to credit earning, promotion, and graduation. The Marzano *Critical Concepts* provide clearly defined and meaningful content, focusing on fundamental and relevant knowledge and skills necessary to prepare students for post-secondary opportunities covering three general categories of knowledge all students must master: (1) traditional academic content; (2) cognitive skills; and (3) metacognitive skills.

Instead of traditional grade levels, the *Critical Concepts* are organized into six educational functioning levels (FLs). FLs define the critical knowledge and skills (measurement topics) a student must know in each stage of post-secondary readiness across each content area.

The framework facilitates high expectations for all students. The academic program is based on the following characteristics:

- Students move on to the next level within a subject area only after they have demonstrated proficiency at the current level.
- The time required to learn content is not a factor in judging students' competencies.
- Students have multiple opportunities and ways to demonstrate proficiency and learn specific content.
- Development of student agency and proficiency with academic content are the central foci.
- Students have voice and choice in the teaching and learning process.

Post-Secondary Readiness

Kingsman Academy is deeply committed to preparing all students for success after graduation. Through a collaborative effort with Marzano Research, the school has developed a comprehensive framework that outlines specific content standards and individualized targets to guide rigorous instruction. This framework ensures that all students, in the least restrictive environment, receive the necessary support to achieve academic growth and proficiency.

A key component of this framework is the emphasis on post-secondary readiness. The school recognizes the importance of aligning its curriculum with the demands of higher education and the workforce. To achieve this, the school identifies industry-standard focus areas and gathers data from each student to determine their post-secondary interests. This personalized approach ensures the curriculum is relevant and engaging for all students.

The school acknowledges the need for diverse pathways to mastery of content. By establishing partnerships with local companies, businesses, and colleges, students have access to a range of experiential learning opportunities, such as internships and community-based projects. These opportunities not only enhance their understanding of academic content but also provide students with valuable real-world skills and experiences. The school's commitment to post-secondary readiness is driven by the belief that relevant and engaging content, coupled with diverse learning opportunities, will lead to higher levels of student engagement and increased high school completion rates. By equipping students with the knowledge, skills, and experiences they need to succeed beyond graduation, the school is investing in resources to ensure students reach their full potential.

This comprehensive approach to post-secondary readiness underscores the school's dedication to providing a high-quality education that prepares all students for success in college, career, and life. By aligning the PCBE framework with student interests and industry standards, and by providing diverse pathways to mastery, Kingsman Academy ensures its graduates are well-prepared to thrive.



School Performance and Progress

Kingsman Academy provides specifically designed support and services for students who are over-age and under-credited (OA-UC), have attendance challenges, or require specialized academic and behavioral interventions.

For overaged and under-credited students, the school offers, but not limited to:

- Extended learning opportunities with one to one supports
- Access to foundational reading and mathematics courses
- Expanded blended learning instruction
- Personalized Learning and Intervention Plans
- Increased workforce development partnerships through dual enrollment opportunities, community-based courses offerings; and experiential learning experiences
- Chromebooks, hotspots, cell phones and internet access to ensure that all students can engage in online learning anytime and anywhere.

For students at-risk of dropping out due to chronic absenteeism the school offers, but not limited to:

- Reduced Class Sizes
- Increased Integrated Comprehensive Services, a dedicated team is assigned to support all challenges, including housing difficulties, physical or mental health support, door to door transportation, and student engagement supports.
- An advisory model
- Individualized instruction and resources for all students

For students requiring intensive behavioral supports and specialized interventions the school offers, but not limited to:

- Therapeutic learning spaces
- Program-based student support services with a focus on the whole student
- Community-based instruction
- Personalized positive behavior supports and restorative practices

These evidence based strategies and interventions are aligned with guidance from our partner Marzano Research's personalized competency based education model, which is a core aspect of our school improvement plan (SIP) goals under the Every Student Succeeds Act (ESSA).

Our Programs

Odyssey Program

The Odyssey Program is an academic intervention program designed for high school students ready to earn credits through dual enrollment and career placement opportunities. Students have multiple opportunities to master course competencies through personalized courses, individualized projects, internships, service learning learning expeditions, and individualized academic support.



Our Programs

Genesis Program

The Genesis program is designed for students 13 and under. The program offers small classes, individualized instruction, career exploration electives, personalized learning pods for each student, and restorative practices to ensure all students are prepared for high school success.



Our Programs

R.I.S.E. Program

Raising Individual Students towards Excellence (R.I.S.E.) allows students 17 and older to pursue their high school diploma in a flexible learning environment while developing skills and experiences for post-secondary readiness.



Our Programs

Bridging the GAP

The Bridging the Gap program offers intensive academic support through community-based instruction, project-based learning, and personalized competency-based education in a therapeutic supportive environment. All students receive individualized positive behavior intervention support, group and individualized counseling services, career development, and wrap-around services. Students are offered a flexible scheduling option and opportunities for one-to-one instruction.



Our Programs

Quest Program

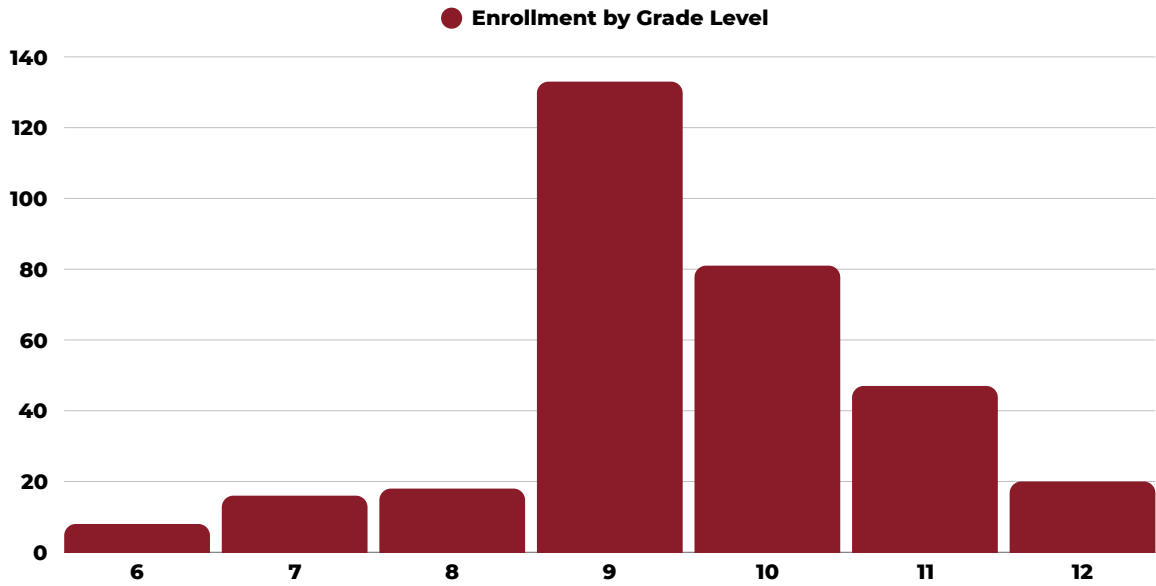
The Quest Program is a pilot program designed for middle and high school students to earn credits through cultural excursions across the U.S. and around the globe. The Quest engagement interventions provide program participants with unique opportunities to explore new cultures and engage in enriching learning experiences.

The program aims to expand students' perspectives on potential career pathways, foster comprehensive personal development, and ensure students understand the world beyond their immediate surroundings.



Data Report

ENROLLMENT BY GRADE LEVEL ACCORDING TO OSSE'S AUDITED ENROLLMENT REPORT



School Year 2023-24 Campus Data Report	
LEA Name:	Kingsman Academy Public Charter School
Campus Name:	Kingsman Academy Public Charter School
Grades served:	6-12 (Alternative)
Overall Audited Enrollment:	323

Data Report

STUDENT DATA POINTS	
Total number of instructional days:	181*
Suspension Rate (PCSB):	1.55%
Expulsion Rate (PCSB):	0
Instructional Time Lost to Out-of-School Suspensions (PCSB):	0.09%
In-Seat Attendance (PCSB):	72.57%
Midyear Withdrawals (PCSB):	12.07%
Midyear Entries (PCSB):	3.41%
Promotion Rate (LEA) (PCSB):	64.48%
Graduation Rate (PCSB):	Not Applicable
College Admission Test Score:	Not Applicable
College Acceptance Rate:	Not Applicable

*NUMBER OF INSTRUCTIONAL DAYS, NOT INCLUDING HOLIDAYS OR PROFESSIONAL DEVELOPMENT DAYS, FOR THE MAJORITY OF THE SCHOOL.

Data Report

TEACHER/ADMIN DATA POINTS	
Teacher Attrition Rate	0%
Number of Teachers	23
Teacher Salary Schedules	Avg: \$70,779.00 Min: \$ 55,000.00 Max: \$ 96,408.00
Teacher Demographics	<p>Racial identity: 87% African American, 13% Other/Unknown 0% Hispanic</p> <p>Gender: 30% M, 70% F</p> <p>Years of teacher/education experience: 0-2 years: 66% 2-9 years: 17% 10 years or more: 17%</p> <p>Teacher education level: 75% of teacher have Bachelor Degrees and 17% have Masters Degrees</p>
Compensation over \$100k	<p>EXECUTIVE DIRECTOR [\$220,000.00]</p> <p>WELLNESS COACH [\$133,900.00]</p> <p>DIRECTOR OF FINANCE AND OPERATIONS [\$128,544.00]</p> <p>DIRECTOR OF STUDENT SUPPORT SERVICES [\$121,000.00]</p> <p>DIRECTOR OF STAFF CULTURE & ENGAGEMENT [\$123,188.00]</p> <p>DIRECTOR OF STUDENT CULTURE & ENGAGEMENT [\$121,045.60]</p> <p>DIRECTOR OF DATA & ACCOUNTABILITY [\$121,045.60]</p>

Charter Goals

Category	Goal	Status	Evidence
Student Progress and/or Achievement	60% of learners complete and/or advance at least one academic functioning level (AFL) in math	Goal Met	63.3% of learners met the goal according to PCSBs SY23-24 Accountability Snapshot
	60% of learners complete and/or advance at least one academic functioning level in reading	Goal Met	66.3% of learners met the goal according to PCSBs SY23-24 Accountability Snapshot
	80% of learners who do not complete and/or advance at least one academic functioning level must complete a personalized learning plan	Goal Met	100% of learners met the goal according to PCSBs SY23-24 Accountability Snapshot
High School Completion	75% of students receive a high school diploma or IEP certificate at the conclusion of their final year of high school	Goal Met	85% of learners met the goal according to PCSBs SY23-24 Accountability Snapshot
Career and Life Readiness	70% of students at the end of their terminal year of secondary school demonstrate mastery of CCLR content area	Goal Met	70% of learners met the goal according to PCSBs SY23-24 Accountability Snapshot
Student Engagement	65% of students maintain an engagement score of average or above as per their tiered engagement cohort upon intake	Goal Met	70.4% of students met the goal according to PCSBs SY23-24 Accountability Snapshot

Unique Accomplishments



Middle States Accreditation was extended through school year 2025.



Kingsman Academy was awarded the OSSE Flexible Scheduling Pilot Program Grant. The grant aims to support LEAs in bolstering student achievement by implementing flexible schedules that strengthen the retention of the District's high-quality, effective, and diverse educator



Kingsman Academy expanded community partnerships to provide internships, job placement, and career readiness experiences for students across all programs.

Acknowledgements

Special thanks to our donors!*

Stephen Messner
American Online Giving Foundation Inc
EagleBank
Verizon

* \$500 or above



Appendices

STAFF ROSTER*

**100% of teachers have bachelors degrees and 78.4% of all staff have bachelors degrees*

Staff Name	Job Title
ABEBRESEH, STEPHEN	STRATEGIC INITIATIVES AND FINANCE COORDINATOR
AGUZIE, CICILY	INTERVENTION SPECIALIST
ALI, AKIRA	SCHOOL PSYCHOLOGIST
ANDERSON-POPE, EBONY	ACADEMICS SPECIALIST
BADGETT, DAIANA C	OPERATIONS COORDINATOR
BEAL, KOBIE	INTERVENTION SPECIALIST
BELT, SHAIA	ACADEMIC ASSISTANT
BOWLDING, MARISSA	ACADEMICS SPECIALIST
BROWN, BETTY SMITH	WELLNESS COACH
BROWN, MA WENCILITA	ACADEMICS SPECIALIST
BROWN, MARQUERITE JANEL	SUPPORT SERVICES RESIDENT
BROWN, WILEY	INTERVENTIONS COORDINATOR
BUTLER, SHANISE DEON	DIRECTOR OF STUDENT CULTURE & ENGAGEMENT
CARSON, MALIK	PROGRAM DIRECTOR
CHARLES, JAVON	INTERVENTIONS SPECIALIST
DEANE, DEREK JAMAL	DIRECTOR OF STAFF CULTURE & ENGAGEMENT

Staff Name	Job Title
DOTY, SHAMARCUS	SPECIAL PROJECTS COORDINATOR
EDMONDS, MIANA	SPECIAL EDUCATION TEACHER
ESTEP, MAHALIA MONA	DEDICATED AIDE
EVERETTE, JAWNTE	GENERAL EDUCATION TEACHER
FOSTER, KATRINA UYVONNE	DIRECTOR OF SPECIALIZED SERVICES
FREZZELL, CAROLYN NICOLE	DIRECTOR OF OPERATIONS
FULTON, JAMILLA CATRICE	INTERVENTIONS COORDINATOR
GASPERETTI, HEIDI MCKENZIE	INTERVENTIONS SPECIALIST
GASTON, SADEI	CULINARY SPECIALIST
GIBSON, BRIAN EVERETTE	ACADEMIC SPECIALIST
GREENE, ARNOLD R	INTERVENTIONS SPECIALIST
HALEY, CHRISTINE DENISE	OFFICE MANAGER
HARDY, JAKEYA	ACADEMIC SPECIALIST
HERNDON, JANE SIMONE	INTERVENTION SPECIALIST
HOTAKI, ZARMINA	MTSS COORDINATOR

Appendices

STAFF ROSTER*

Staff Name	Job Title
IRBY, KEITH	INTERVENTIONS SPECIALIST
JONES, JAMES BENJAMIN	INTERVENTIONS SPECIALIST
KELLY, KENNESHA	EXECUTIVE DIRECTOR
KEMP, TERRY	ICS SPECIALIST
LONG, VONETTA	FAMILY ENGAGEMENT COORDINATOR
MARKLEY, DE'SEAN KWAME	SPECIAL PROJECTS COORDINATOR
METTS, NATASHA NICOLE	PROGRAM DIRECTOR
METTS, STEPHANIE RENEE	ACADEMICS SPECIALIST
MOODY, ANDRE M	ACADEMICS SPECIALIST
MORTON, JOHNNICE	FOOD SERVICE COORDINATOR
NOEL, PATRICK ERICK	ACADEMICS SPECIALIST
OLIVE HERNANDEZ, EMILY MARIE	DIRECTOR OF DATA & ACCOUNTABILITY
PERCIVAL, KAHLYA R	INTERVENTIONS SPECIALIST
PERRY, LESLIE TENNIEL	DEDICATED AIDE

Staff Name	Job Title
POOLE, SHAUNIQUE	SPECIAL EDUCATION COORDINATOR
POPE-MATTHEWS, REBERTHA	GUIDANCE COUNSELOR
RICHARDSON, JULIANN	GENERAL EDUCATION TEACHER
ROCKE, LATISHA A	SOCIAL WORKER
ROLLINS, SHERRI MARCELLA	ICS SPECIALIST
SAYEH, STEVENETTE	SCHOOL SUPPORT SERVICES MANAGER
SMITH, RYAN	DEDICATED AIDE
STRAUGHN, CONSTANCE ERIN	ACADEMICS SPECIALIST
TOMPKINS, ALEXIS	ACADEMIC SPECIALIST
WASHINGTON, CHE	INTERVENTIONS SPECIALIST
WEAVER, SHAQUANDRA	ACADEMIC SPECIALIST
WEBB, GEORGE	ACADEMICS SPECIALIST
WILLIAMS, COREY	PROGRAM DIRECTOR
WILLIAMS, DERRICK CHRISTOPHER	ACADEMICS SPECIALIST
WILLIAMS, RONNIE D	OPERATIONS SPECIALIST
YOUNG, CARLOS SYLVESTER	OPERATIONS SPECIALIST

Appendices

BOARD ROSTER

Board Member	Role
*Steve Messner	President & Chairman of the Board
Indra Chalk	Vice President
Maria Blaeuer	Secretary
Vickie Masséus	Board Member
*Maggie Daley	Board Member
*Julia Bloom-Weltman	Board Member
*Toloria Gant	Parent Member
*Tameka Harris	Parent Member
Martine Solages, M.D.	Board Member

***DC RESIDENT**

Appendices

SY 24-25 APPROVED BUDGET

SY 24-25		
Budget		
Revenue		
	State and Local Revenue	12,515,572
	Federal Revenue	818,729
	Private Grants and Donations	257,538
	Earned Fees	67,600
	Revenue Total	13,659,439
Expenses		
	Salaries	5,621,659
	Benefits and Taxes	1,126,735
	Staff-Related Costs	177,973
	Rent	3,224
	Occupancy Service	935,981
	Direct Student Expense	2,709,375
	Office & Business Expense	1,539,897
	Contingency	100,000
	Expenses Total	13,126,482
	NET ORDINARY INCOME	532,956
	Depreciation and Amortization	628,128
	Interest	283,511
	TOTAL EXPENSES	13,126,482
Cash Flow Statement		
	Net Income	532,956
Cash Flow Adjustments		
	Add Depreciation	628,128
	Operating Fixed Assets	(192,139)
	Buildings	(100,000)
	Other Operating Activities	618,289
	Financing Activities	13,718
	Facilities Project Adjustments	(435,126)
	Total Cash Flow Adjustments	532,870
Change in Cash		1,065,826
Starting Cash Balance		3,759,623
Change In Cash		1,065,826
ENDING CASH BALANCE		4,825,449

Appendices

UNAUDITED YEAR-END 2023– 24 FINANCIAL STATEMENT

Income Statement				Actual	Budget	Variance
Revenue						
	State and Local Revenue			11,294,275	9,273,085	2,021,190
	Other Local Revenue			513,054	4,134	508,919
	Federal Revenue			1,331,169	1,194,861	136,308
	Private Grants and Donations			1,147	257,248	(256,101)
	Earned Fees			66,846	61,663	5,183
	Total Revenue			13,206,490	10,790,992	2,415,498
Expenses						
	Salaries			4,880,476	4,773,587	(106,889)
	Benefits and Taxes			1,042,685	1,070,823	28,138
	Staff-Related Costs			195,181	68,460	(126,721)
	Rent			3,096	2,379	(716)
	Occupancy Service			1,086,433	656,462	(429,971)
	Direct Student Expense			3,346,968	1,783,695	(1,563,273)
	Office & Business Expense			1,680,205	1,243,301	(436,905)
	Contingency			0	50,000	50,000
	Interest			299,600	301,028	1,429
	Depreciation and Amortization			603,496	485,912	(117,584)
	Total Expenses			13,138,140	10,435,648	(2,702,492)
	Operating Income			1,234,274	1,218,080	16,193
Extraordinary Expenses						
	Interest			315,038	316,407	1,368
	Depreciation and Amortization			551,162	796,795	245,633
	Total Extraordinary Expenses			866,200	1,113,202	247,001
	Net Income			68,351	355,344	(286,993)