

MONUMENT ACADEMY PUBLIC CHARTER SCHOOL 2024-2025 ANNUAL REPORT



BOARD CHAIR: EMILY BLOOMFIELD

500 19th Street NE
Washington DC, 20002
(202) 545-3180
www.monumentacademy.org

Table of Contents

Annual Report Narrative.....	2
School Description.....	2
Mission Statement.....	2
School Program.....	2
School Performance.....	14
Performance and Progress.....	14
Unique Accomplishments.....	18
List of Donors.....	19
Conditions.....	20
Data Report.....	22

Appendices

Staff Roster.....	24
Board Roster.....	29
Finances.....	30

Annual Report Narrative

I. School Description

A. Mission Statement

The Mission of Monument Academy is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems, with the requisite academic, social, emotional and life skills to be successful in college, career and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people.

Vision

Monument, a weekday boarding school serving 5-8th grade, is designed to meet the needs of students who have experienced adversity, including involvement in foster care, homelessness, abuse, neglect, and loss. We prepare our students for post-secondary education, a career, and independent living by integrating the five pillars of our program: excellent academics with small class sizes, social and emotional well-being supports, life skills training, a stable environment, and consistent, caring adults.

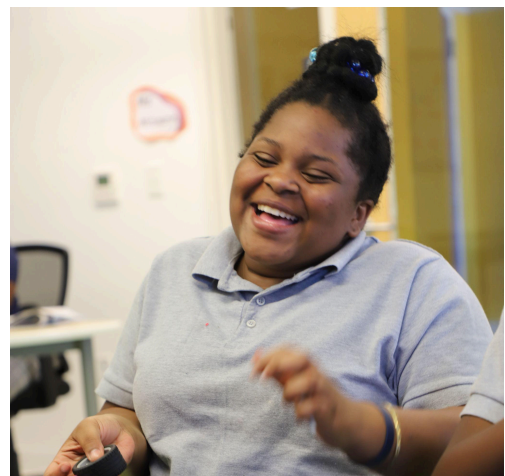
B. School Program

1. Summary of Curriculum Design and Instructional Approach

Whom We Serve

Monument Academy is so much more than a school; it is a comprehensive approach to working with the whole child in an individualized manner to support academic and social-emotional growth. This approach requires consistent, cohesive collaboration amongst its major program areas:

- Academics
- Well-Being and Student Services
- Student Life (Residential Program)
- Behavior Management



Monument Academy employs a unique approach because the needs of its students are great. As captured in the 2024-25 Enrollment Audit,

- 80.9% of students were designated as At-Risk
- 16.0% were homeless
- 48.1% were Students with Disabilities, of which 89% were either Level 3 or Level 4

The needs of Monument Academy students go even deeper than these data points can capture. The school administered the Adverse Childhood Experiences Survey (ACES) with over 95% of students in the Fall of 2024, and discovered the following:

- 57% of students have had a household member go to prison
- 22% of students have witnessed domestic violence
- 39% of students have an ACES score of 4 or above (out of 10)

Additionally, while Monument has not conducted a formal data collection on these topics since the 2019-20 school year, the school knows that a large portion of its students experience these challenges:

- Attended 3 or more schools since first grade, not including Monument Academy
- Have been expelled or asked to voluntarily withdraw from a school because of behavior issues
- Not technically homeless, but experiencing unstable housing

Monument Academy's instructional philosophy is grounded in the belief in the capacity of all students to grow and learn, and that all students can experience positive life outcomes with proper guidance and support. A growth mindset for both students and adults is the starting point, where effort and not "talent" is the primary mechanism for achievement. The school's curriculum is grounded in Thematic Planning across subjects that incorporates small group instruction and experience-based learning as keys to engaging students, achieving academic growth, and developing mastery of Common Core and Next-Generation Science standards. Monument Academy also places significant emphasis on well-being and life skills curricula to ensure that students are prepared to live independently and successfully when they graduate from high school and continue to post-secondary education and careers.

Five Central Pillars

Monument Academy's five central pillars are manifested through the school's schedule, curriculum, hiring practices, professional development, and accountability measures.

These pillars are:

- Excellent and Engaging Education
- Social Emotional Well-Being

- Life Skills
- Permanency and Stability
- Adult Connections

The five pillars are based on research regarding the factors that lead to success after emancipation for foster youth.

Excellent and Engaging Education

Targeted Learning to Student Needs

Each Monument Academy student engages in a targeted learning journey that is rooted in data-driven instruction as evidenced by triangulation of MAP data, standards-based formative assessments, DC CAPE data, and daily standards-based tracking on the MobyMax platform. We seek to develop self-directed learners by engaging students in academic goal setting during student-led conferences and structuring an environment that provides options for how students access content, practice new skills, and demonstrate mastery of the standards using technology and research.

Enhanced Academics

The Monument team is committed to the belief that having a strong academic plan in place allows all students, regardless of race, disability, and previous history, to develop the skills necessary to become lifelong learners. Dr. Jeffrey Grant has built his career locally and nationally on a core commitment to strengthening and scaling academic school success. In addition to standard quantitative measurements of academic success, this includes:

- Differentiating instruction
- Scaffolding to ensure comprehension
- Higher-order questioning (question stems grounded in Bloom's Taxonomy)
- Complex text accessed in all content areas
- Effectively using fresh, relevant data for planning instruction and student grouping
- Project-based learning
- Utilization of Tier 2 and Tier 3 vocabulary in all content areas

Monument Academy utilizes Thematic Planning in all classrooms to ensure its students and teachers engage in authentic experiences through in-depth analysis of the standards, objectives, and related texts across the curricula. According to www.funderstanding.com, "Thematic instruction integrates basic disciplines like reading, math, and science with the

exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on.” Authentic Experiences include:

1. Project-based learning
 - a. Science investigations
 - b. Field trips
 - c. Performances
 - d. Theme celebrations (e.g. culture festivals)
 - e. Literature studies
 - f. Non-traditional formative assessments
2. In-Depth Analysis
 - a. Reteach plans
 - b. Collaborative Meetings (grade level, content)
 - c. Teacher Data Talks
 - d. Student Data Talks
 - e. Performance Tasks
 - f. Writing Across the Curriculum (Collins Writing Program)
 - g. Current Events

In addition to Thematic Planning, the Academics Team utilizes Common Core-aligned, standards-based curriculum resources to instruct scholars to become advanced problem-solvers. These resources include:

- Envision Mathematics
- iQWST Science
- Newsela
- MobyMax
- Flocabulary
- Discovery Education
- Collins Writing Program
- Text Complexity and Higher-Order Questioning
- Utilization of Tier 2 and Tier 3 Vocabulary
- Junior Achievement Finance Park
- Junior Achievement BizTown

Integrating Technology into Instruction

Monument seeks to leverage technology as a valuable tool for engaging students in their in-person instruction. Every classroom has a Promethean Interactive Flat Panel Display and a class set of Chromebooks. Math classrooms have 2-in-1 Chromebooks with stylus pens

to enhance the hands-on experience with a digital tool. Students utilize iPads to complete



homework and engagement activities in their Student Life Homes in the evenings, or to complete virtual learning from home as necessary. All lesson agendas, materials, and assignments are posted on Google Classroom. Virtual students can access live instruction via Google Meet, and students can access all instructional platforms (like MobyMax, Flocabulary, and Newsela) via Clever's Single-Sign-On platform.

Students also have opportunities to engage with technology in electives and extracurriculars that open them up to digital design, coding, eSports, and 3-D Printing.

Extended Learning

In addition to learning in a traditional classroom, our students have opportunities to be exposed to the educational landscape of Washington, DC, and beyond. Through a series of field experiences, service trips, and guest speakers, our students will connect their learning to their immediate community and the world.

Monument students also have the opportunity to take part in a bevy of Extended Day activities, including: Project-Based Learning, Math Motivators, Yearbook, Computer Programming, Theater, Small Business, Gaming, Fitness, Cooking, Cosmetology, Music Production Club, Boys and Girls Basketball, Football, BOKS Health, Cheerleading, Volleyball, Chess, Dance Team, Track, and Flag Football.

Extended Day is mandatory for all students and happens each afternoon during the school week.

Monument also takes advantage of the inter-session breaks between trimesters to hold Career Exploration Weeks that offer students opportunities to take deep dives into topics that may interest them, often with an eye towards future careers. These Career Exploration Weeks also offer the types of hands-on learning experiences that have the capacity to enrich and inspire.

Flexible Schedule and Interventions

During the 2024-25 school year, Monument utilized a block schedule in which the core classes met every other day for 2 hour blocks. Here are some features of the Monument schedule:

- Students have primary blocks of instructional time with a maximum of a 1:8 adult to student ratio.
- Core content classes include Reading, Math, Social Studies, and Science.
- Daily 30-minute Advisory sessions focused on:
 - Reviewing student data and preparing for Student Led Conferences (SLCs)
 - Discussing current events
 - Developing well-being skills
 - Developing conflict resolution skills

Monument's goal is to create an environment where each student can work at his/her individual pace and with the appropriate materials and necessary accommodations. Students have a social lunch, recess, and opportunities for arts and other creative activities including Performing Arts, Music, Art & Design, Spanish, and Health/PE. The team recognizes that many student behavioral challenges and poor outcomes for students with disabilities often result from deficits in implementation of effective, engaging Tier 1 instruction. Therefore, the school focuses on academic improvements to increase student engagement and academic growth, strengthening school culture, and decreasing behaviors that interrupt academic and life success.

The selected interventions and instructional tools utilized by the school are research-based and span all levels of intervention, from Tier 1 core instructional approaches to Tier 3 interventions for students with the most significant skill gaps. The Head of Schools, Chief of Well-Being, RTI Manager, and Director of Student Services work with the intervention specialists to identify the appropriate intervention approach for each student and to monitor and evaluate students' progress.

The school's first set of instructional tools and interventions address reading proficiency. The interventions are assigned to students based upon the Fall NWEA MAP Growth assessment for Reading.

Guided Reading is a universal (Tier 1) instructional approach that guides students while they read aloud at their instructional level, which is just beyond their independent level. Guided Reading introduces comprehension-based mini-lessons in order to ensure

continual growth. It produces individual student learning goals, promotes self-directed learning, and engages multiple senses based on student levels and areas of focus.

Wilson (Wilson Language Training) Reading is a Tier 3 intervention for readers who have word-level deficits and require multisensory language instruction. It focuses on phonemic awareness, sight words, decoding, and encoding.

The second set of instructional tools and interventions address writing proficiency. The Collins Writing Program is our universal, research-based writing curriculum. The program is designed to allow the scholars to brainstorm, receive feedback and utilize relevant rubrics to improve their writing across all subject areas.

Scholastic Guided Reading includes small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The instructor uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the Guided Reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and non-fiction texts.

Reading A-Z is a Tier 2 Intervention that works to maximize efficiency of instructional time, regularly monitor student progress, provide ongoing and repeated practice, build specific reading skills and improve reading scores across the board.

Ready Reading Instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.

Multisensory Mathematics (ASDEC) is a Tier 2 or 3 intervention that utilizes a multisensory approach and relies heavily on instruction around the concrete models of mathematics. Manipulatives are used to teach all concepts prior to moving into visual and abstract model

TouchMath follows research-based best practices by carefully including engagement, feedback and multisensory methods. It provides both a support and multi-level intervention system to assist students who fall within the Tier 1, 2 and 3 levels of the IDEA Response-to-Intervention framework

In addition to learning in a traditional classroom, students are exposed to the educational landscape of Washington, DC and beyond. Through a series of field experiences, service trips, and guest speakers, Monument students connect their learning to their immediate community and the world.

Knowing from the data that many students arrive at Monument at least 2 years behind grade level, the school has constructed middle school grades as the years for remediation and mastery of grade level content, although the personalized approach to instruction allows those on or above grade level to continue to progress. Our goal is to use the middle school years to narrow the gap and get students on a path academically so that they can be well-prepared for high school. This is one step towards the ultimate goal of preparing all students to be college-ready, embark on a meaningful career, and positively contribute to their community.

Social Emotional Well-Being

The social emotional well-being of students plays a material role in student achievement and long-term success. Monument has a Chief of Well-Being and a Director of Student Services who oversee Special Education services, coordinate the Dialectical Behavioral Therapy (DBT) in Schools program, and lead the implementation of mental health and behavioral supports across the academic and residential settings. Most staff are educated in Crisis Prevention Institute (CPI) training, which is a framework for working with students who have experienced trauma, and all are trained on DBT Skills in Schools, an evidence-based social emotional curriculum and tool kit that is particularly effective with students who have experienced trauma. These two complementary evidence-based practices help support children improve their social functioning and reduce violent or self-harming behaviors, all of which is critical to achieving the longer-term educational, career and independent living outcomes sought for Monument scholars.

To set a positive, predictable, and community-based climate, Monument's Behavior Management team has implemented a Positive Behavioral Interventions and Supports (PBIS) framework that provides consistent positive feedback to students for making healthy choices throughout their day. The Behavior and Student Services teams work together to create Behavior Intervention Plans (BIPs) and Functional Behavior Assessments (FBAs) to help students and staff identify and track progress towards specific behavioral goals.

The Student Services team, led by the interventionists in math and ELA, uses the Response to Intervention (RTI) approach and process for early identification of student

needs and to ensure students receive the research-based intervention they require to succeed. Student progress is evaluated during weekly RTI meetings.

Monument's primary method of helping students build social-emotional skills is through the DBT Skills in Schools program. The Monument staff received training directly from Elizabeth Dexter-Mazza and James Mazza, academic researchers who literally wrote the book on DBT in Schools. Monument leadership now provides this training in-house. According to the Mazza's publication, "dialectical behavior therapy (DBT) skills have been demonstrated to be effective in helping adolescents manage difficult emotional situations, cope with stress, and make better decisions...[It is] an innovative social-emotional learning curriculum designed to be taught at the universal level in grades 6-12. Explicit instructions for teaching the skills--mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness--are provided in the lesson plans." Monument staff are trained in the DBT in Schools Curriculum, and they lead twice-weekly instructional and reflection sessions for students on utilizing those skills. Monument Academy diverges from "no excuses" charter school models, understanding that an inflexible discipline system may not work for every child, especially those who have experienced trauma.

Students must be emotionally regulated and in a stable environment in order to be ready to learn. Monument's schedule reflects a commitment to social emotional well-being and goal setting. Students reflect on their up-to-date data and progress once per week during their Student-Led Conference Planning advisory session, and they engage in the DBT Skills curriculum twice per week, during advisory and in their Student Life Homes. This includes goal setting and reviewing their tracker to monitor their progress. Staff from each department (academics, student life, student support, etc.) participate in the advisory program, reviewing student goals together. Monument's culture is designed to have all staff and students reflect on how their emotional state impacts their responses.

Life Skills

Research shows that independent living skills are developed from years of modeling and practice and require the same explicit instruction and ample practice time to acquire as any other academic or social emotional skills. In addition to modeling a healthy family environment, Monument's residential student life program embeds life skills such as personal hygiene, routine home maintenance, financial literacy, time management, and accessing community resources through explicit skills



instruction and day-to-day residential routines. This includes assessments to ensure student mastery of all these skills. These are vital skills for our students - particularly those most at risk of becoming homeless and entering foster care, to achieve independent living.

Monument Academy has adopted the Habitudes curriculum for delivering lessons on these life skills, with the aim of fostering habits and attitudes that form positive leadership qualities.

Adult Connections

At-risk youth, particularly those in foster care, must form positive relationships with adults to be successful. According to research from Turnaround for Children, an organization dedicated to working with students who have experienced traumatic stress, students “can moderate and adapt their stress reactions with the consistent support of a caring, responsive adult who fosters a sense of protection, coping, and control enabling the child to return to a state of calm.” Monument students have multiple opportunities to forge deep connections with adults--through the academic program, their student life advisors, their well-being counselors, the Behavior Management team, and their Extended Day facilitators.

Permanency and Stability

According to the findings of the Northwest Alumni Study, maintaining placement stability “appears to have a large positive effect on adult mental health.” This contributes to a goal of permanency and preventing students from placement in protective services, and ensures that students who are in care do not need to change schools when placement changes. In addition to ensuring fewer interruptions to school routines, residential stability also provides respite for caretakers, many of whom are extended family members or biological parents who may be struggling for a variety of reasons. The school works with families/guardians to support them in maintaining a stable home environment. For the population of Monument students who are homeless, as well as those who have housing instability or parents who work in the evenings, boarding provides greater consistency with attendance and time/space for evening activities and sleep. Monument’s Student and Family Engagement team focuses on family involvement and connecting outside community-based providers with families in need.

From staffing to schedule to culture and beyond, every aspect of Monument Academy is designed with these five pillars in mind to ensure successful outcomes for at-risk youth, particularly those who have had adverse experiences such as trauma, abuse, neglect, homelessness and involvement in foster care.

2. Summary of Parent Involvement Efforts

The Family and Community Engagement Team is a group of individuals dedicated to ensuring that all families have a strong, enriched voice in advocating for their child's educational experience by bringing awareness to students' individual needs, and by providing families access to school resources as well as community resources for optimal student achievement.

At Monument Academy, the Family and Community Engagement Team's Vision is that:

- Monument is an accepting community that leverages community members' strengths.
- Families, staff, and students have a mutual understanding of values to build authentic relationships, rooted in effective communication
- Families, staff, and students collaborate equitably to support their child's academic progress, social emotional progress, and life skills.
- Students reflect on progress, set goals, show persistence, and self-advocate to attain goals



Building Authentic Relationships

Monument Academy's Family & Community Engagement Team prides itself on authentic relationships. This rapport building begins with families through an enrollment intake session, where socio-economic demographic information, previous school culture experience, housing/nuclear family dynamics, and any other pertinent family experiences or traumas are assessed so that a Monumental Experience Plan can be created prior to the family's start at Monument Academy.

These relationships are maintained via weekly direct communications, routine "Check-in" Home Visits, Parent Weekly Skills Sessions, internal social media site via the Band App, and family-focused social events where all Monument stakeholders have the opportunity to convene and engage in fellowship. The monthly "Meet Me Halfway" town halls are a big hit on Sundays, and caregivers have a chance to eat, congregate, learn about what's happening at the school, and share their thoughts about the school climate.

We additionally partner with parent advocacy organizations and our local ANC representative and board members for constant community stakeholder engagement.

About the Family School Alliance (FSA)

Monument Academy's Family School Alliance (MA FSA) is a parent group working to function as a school's traditional parent and teacher association. The purpose of the FSA is to promote, sustain and AMPLIFY every child's potential by strengthening positive relations between our school, our families, and our community to champion our children's success. MA's FSA is open to all Monument Academy staff, parents/guardians, or community members interested in building overall cohesiveness between our program and students' families; as well as creating an overall culture of warmth and positivity. Within the FSA lies our Parent Advisory Council (PAC) that is composed of a group of parent leaders assembled to provide overall program direction and guidance to the activities of Monument Academy. The PAC is led by an elected Chairman, and consists of 4 elected grade level parent representatives; combined they help Monument Leadership govern accordingly.

Building Student Capacity

The Family and Community Engagement team leads a wide variety of efforts to support students on their path to attaining their goals. The team coordinates the Growing Leaders Habitudes curriculum that students engage with during the boarding program. This curriculum aims to help students develop the habits and attitudes necessary to become leaders, through lessons that target skills for independent living and critical thinking. The team also implements the Bounce Back program for students that may struggle in a particular discipline. This program offers alternative, engaging entry points to the content that are individualized to the specific interests of the students.

The Peace Ambassadors program works within individual student life homes to help build students' capacity to resolve conflicts and develop understanding of the strengths and differences of their peers.

The Family and Community Engagement team coordinates Student-Led Conferences, twice-yearly events in which students reflect upon their progress and share their insights with their caregivers, teachers, and other members of their support network at the school.

The team also engages 8th grade students in high school transition efforts that help students to define their goals, chart out plans for their high school and postsecondary paths, and to apply to the high schools that best fit those plans.

Building Staff Capacity

The Family and Community Engagement team works extensively with the rest of Monument Academy staff to promote the values and practices embodied within the team's activities. The team offers weekly team specific professional development opportunities pertinent to currently assessed departmental needs. The team also provides Student Life Home and student & family specific consultations to discuss and develop best practices.

Building Parent Capacity

Monument conducts weekly and monthly workshops with parents/guardians to develop their skills and to reinforce the skills their students are practicing within school. Monument has a weekly "Parent Skills Session" series in which both Habitudes & DBT skills are integrated into the lessons presented to parents, often the same skills that their scholar has recently learned at school. The Family and Community Engagement Team also conducts monthly sessions around a well-being topic, typically based upon a suggestion from the parent community and offer a Parent University, which delivers Professional Development that Monument Academy staff members receive on topics such as Trauma Informed Practices, ACEs, CPI, Effective Behavioral Management and more. These are great opportunities to build community, find a sense of common purpose, and to build the capacity of the parents and guardians within the Monument community.

II. School Performance

A. Performance and Progress

Monument Academy is D.C.'s only school targeting the needs of the most vulnerable, at-risk middle school students. The school's mission is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems, with the requisite academic, social, emotional and life skills to be successful in college, career and community. This includes children who are in a formal removal, who are living in kin-care, who are experiencing homelessness, and who belong to families with prior or current CFSA involvement. Monument is meeting its mission by recruiting and serving the target population of students, educating them in small classes with interventions/acceleration to meet them where they are academically, providing them with therapeutic services, an evidence-based social-emotional curriculum particularly effective with adolescents who have experienced childhood trauma, and weekday boarding that includes an array of extended day enrichment activities and sports, and stability.

Monument Academy is serving the student population outlined in its mission statement. As stated earlier, amongst students in the 24-25 Enrollment Audit,

- 80.9% of students were designated as At-Risk
- 16.0% were homeless
- 48.1% were Students with Disabilities, of which 89% were either Level 3 or Level 4

The second piece of the school's mission is to attract, support, and retain exceptional and caring people. The school continues to excel in this area as well. The school's teacher attrition rate from the 23-24 to 24-25 school year was 0%, as all teachers returned to the school. 89% of teachers returned to the school between the 24-25 and 25-26 school years. Moreover, the school's TNTP Teacher Insight Survey results consistently place Monument Academy in the top 25% of all DC Charter schools in terms of Instructional Culture Index, which demonstrates a high degree of teacher satisfaction. Monument was in the 86th percentile amongst DC Charter schools for Instructional Culture Index in Spring 2025.

Under the leadership of Dr. Jeffrey Grant, which began in the 2019-20 school year, Monument Academy has been able to foster a school culture that allows students and staff to thrive and grow. The table below captures the progress made from the 2018-19 school year, before Dr. Grant assumed leadership, through the 2024-2025 school year in a few key performance areas:

Metric	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Percent of students who met NWEA MAP target growth in Reading*	47.7%	57.1%	61.8%	63.6%	64.6%	66.7%	66.7%
Percent of students who met NWEA MAP target growth in Math*	45.1%	55.1%	58.1%	53.2%	55.1%	62.6%	61.2%
Number of Out-of-School Suspensions	238	54	0	40	41	13	14

Number of Behavior Incidents	7804	706	N/A	648	952	1298	1691
Suspension Rate (Percent of audited students who received a suspension)	52.1%	27.5%	0%	23.40%	24.03%	8.66%	9.9%
Lost Instructional Time due to Suspension Rate	2.6%	1.4%	0%	0.77%	0.74%	0.26%	0.30%
In-Seat Attendance Rate	85.1%	91.2%	82.3%	86.4%	88.2%	90.2%	90.1%

*For SY 19-20 this is students meeting Fall-to-Winter growth targets, due to COVID 19

The majority of Monument students enter the school multiple years behind grade level in both Math and ELA, which means that measures of raw academic achievement don't always capture the progress that Monument students make. Monument Academy evaluates the success of its academic program on growth metrics. Monument's primary metric for academic growth is the percent of students who meet or exceed their Fall-to-Spring growth target on the NWEA MAP assessments in Math and Reading.

Monument students continued to demonstrate terrific growth in Reading during the 2024-25 school year, matching the previous year's rate of 66.7% of students meeting their Fall-to-Spring growth target. The percentage of students meeting their target in Math stayed steady at 62.1% as well.

The school had some success beyond the headline metrics as well. 66.7% of students with disabilities met their growth target in Reading, succeeding at an equivalent rate to those without disabilities. 50% of students met their Spring-to-Spring growth target in Math, proving that their growth endured not just within the school year, but also across school years.

Monument also maintained its progress in terms of student discipline. The number of out-of-school suspensions dropped from 41 in 2022-23 to 13 in 2023-24, and stayed steady at 14 in 2024-25. The suspension rate dropped from 24.03% in 2022-23 to 8.66% and 9.9% in 2023-24 and 2024-25, respectively. Even though the school logged a higher number of behavior incidents the past two years compared to previous years, some of this

can be attributed to increased staff capacity for reporting and an expansion of the number of lower-level behaviors included as incidents. Monument uses incident data to inform behavioral management practices, and, in general, the school was successful in finding alternatives to out-of-school suspension in response to student behaviors, many of them restorative in nature.

The school's In-Seat Attendance (ISA) rate of 90.1% exceeded the school's target rate with the Public Charter School Board and was about the same as the previous year.

Below is a summary of Monument's progress towards meeting its Alternative Accountability Framework Goals.

Goal	Status	Evidence
At least 50% of all full-academic-year students will meet or exceed their fall-to-spring growth targets in Math on the NWEA MAP assessment.	Met	61.2% met their fall-to-spring growth target in Math
At least 50% of all full-academic-year students will meet or exceed their fall-to-spring growth targets in ELA on the NWEA MAP assessment.	Met	66.7% met their fall-to-spring growth target in ELA
By the end of 8th grade, 90% of all full-academic-year 8th grade students will have completed 3 university visits.	Met	100% of FAY 8th Grade students completed 3 or more university visits.
95% of all full-academic-year 8th grade students will have outlined a course path and extracurricular activity plan to achieve High School Graduation and prepare themselves for college and a career.	Met	100% of FAY 8th graders completed a High School Transition Plan
Monument Academy's yearly in-seat attendance rate will meet or exceed 88%	Met	Monument's In-Seat Attendance Rate was 90.1% in School Year 2024-25
Annually, the school's rate for out-of-school suspensions will be lower than the rate for at-risk middle school students in the charter sector.	Met	Monument's out-of-school suspension rate was 9.9% for School Year 2024-25. The comparison metric was 15.6%.

Below is a summary of how Monument students have fared on the DC CAPE/PARCC examination over the past several school years, in terms of distribution by proficiency level:

ELA

School Year	Level 1	Level 2	Level 3	Level 4	Level 5
2021-22	42%	33%	21%	4%	0%
2022-23	53%	26%	14%	6%	1%
2023-24	54%	25%	16%	4%	1%
2024-25	51%	30%	15%	5%	0%

Math

School Year	Level 1	Level 2	Level 3	Level 4	Level 5
2021-22	61%	32%	6%	0%	0%
2022-23	66%	27%	5%	2%	0%
2023-24	50%	41%	9%	1%	0%
2024-25	55%	38%	6%	1%	0%

B. Unique Accomplishments

School year 2024-25 was filled with milestones for Monument Academy. In October 2024, Monument earned its accreditation from Cognia. The school's "IEQ" score of 332 was well above the network average of 296, earning the school an accreditation status without conditions attached.



Cognia cited noteworthy practices that included an organizational culture that consistently models the pillars of its mission, where leaders and staff implement processes that demonstrate commitment to the needs of each individual learner. Cognia also praised Monument for its implementation

of strategies that combine data analysis and student engagement to help learners identify meaningful and attainable goals that support their talents and develop life skills.

In June 2025, Monument earned its 10-year charter renewal from the Public Charter School Board, also without conditions. The renewal capped a remarkable turnaround beginning in school year 2019-20, and it was bolstered by consistently meeting the conditions of its 5-year charter review and meeting all its Alternative Accountability Framework goals for the past two years.

Dr. Jeffrey Grant continued to present at national conferences, and, along with Danielle Nelson, Katrice Turner, and Dr. Ashley Tucker, has been a leader in the Trauma-Informed Educators Community of Practice (TIECP).

Monument Academy has been excited to celebrate its success with its stakeholders, and it looks forward to building on that success in the years to come.

C. List of Donors

The following is a list of donors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 in the 2024-2025 school year:

Anonymous
BusyBee
Cafritz Foundation
CERES Foundation
Chuck Jones
Donna Anthony
Emily Bloomfield and Byron Auguste
George Frederick Jewett Foundation East
Harman Family Foundation
Jeffrey Grant
Kathryn and Michael Hanley
Leonard Mendonca
Martin Family Fund
Relativity
Shawn Hardnett
The Sickler Family Foundation
Sigma Gamma Rho Sorority
The Capitol Hill Community Foundation
Tides Foundation
University of Virginia

D. Conditions

Monument Academy had several conditions in place as a result of its 5-year charter review in December 2019. By 2024-25, Monument's track record of meeting those conditions led to the 10-year charter renewal in June 2025. Here is Monument's performance on those conditions:

- A. Monument must meet 2 of the 3 following measures:
 - a. At least 50% of FAY students meet their NWEA MAP Math Growth Targets: **Condition Met (61.2%)**
 - b. At least 50% of FAY students meet their NWEA MAP ELA Growth Targets: **Condition Met (66.7%)**
 - c. In-Seat Attendance Rate is 88.0% or higher: **Condition Met (90.1%)**
- B. Financial Conditions
 - a. Instances of inaccurate reporting through OSSE's enrollment audit process will result in a citation of fiscal mismanagement and/or further action. **No Instances**
 - b. The school's five-year budget forecast relies heavily on a \$2M capital campaign in fiscal year (FY) 2020. The school must provide monthly updates to DC PCSB throughout this campaign, including the current status of all anticipated funds (e.g., Committed, Received). Should the school fail to meet \$1.5M (75%) of its fundraising goal by the end of FY 2020, the school will provide DC PCSB with a revised forecast for review. **No Longer Applies**
 - c. The school must renegotiate its obligations under, or obtain alternative financing of, the current loan agreement pertaining to its facilities, in accordance with the five-year budget forecast provided. If the school is unable to do so, then the school must submit a revised forecast for DC PCSB to reconsider the school's future economic viability. **Condition met in prior years, no longer applies**
 - d. DC PCSB's understanding of the school's future economic viability is based on the assumptions underlying the five-year budget forecast provided by the school as part of this five-year charter review. Should the school's enrollment be more than 5% below the assumptions in these forecasts, the school must provide a revised budget submission, which will be reviewed to reconsider the school's economic viability. **Condition Met—enrollment exceeded forecast**
 - e. Failure to meet any of these requirements will result in DC PCSB establishing a Financial Corrective Action Plan (FCAP) for the school. Failure to adhere to this FCAP will be considered fiscal mismanagement. **No FCAP Created**
- C. Compliance with laws relating to the education of students with disabilities
 - a. Responding to any areas of noncompliance identified by OSSE in its Individuals with Disabilities Act (IDEA) monitoring and compliance activities

within the required timelines (e.g., Initial Evaluation timeliness, Reevaluation timeliness, Annual Determination Corrective Action Plan). **Condition Met**

- b. Conducting and maintaining timely manifestation determination reviews as required for students with disabilities as monitored by DC PCSB through its Special Education Audit Policy. **Condition Met**

D. Qualitative Site Review

- a. Monument Academy PCS will undergo a Qualitative Site Review (QSR) in every year of the review period, until all concerns related to classroom environment and instruction have been addressed. If fewer than 50% of observations in either domain of the QSR rubric are rated as Proficient or Distinguished, DC PCSB staff may recommend an immediate high-stakes review. **No longer applies**

Data Report

<u>General Information</u>	
LEA Name	Monument Academy PCS
Campus Name	Monument Academy PCS
Grades Served	5-8 (Alternative)
Overall Audited Enrollment	131
Audited Enrollment by Grade Level	5th: 11 6th: 36 7th: 47 8th: 37
<u>Student Data Points</u>	
Data Point	Value
Suspension Rate	9.92%
Expulsion Rate	0.0%
Instructional Time Lost to Out-of-School Suspension Rate	0.28%
In-Seat Attendance	90.07%
Average Daily Attendance	NA
Midyear Withdrawals	12.98%
Midyear Entries	6.87%
Promotion Rate	100.00%
College Acceptance Rates	NA
College Admission Test Scores	NA

Graduation Rates	NA
Faculty and Staff Data Points	
Data Point	Value
Total Number of Instructional Days	181
Number of Teachers	18
Teacher Demographics	<p>Breakdown by Racial Identity:</p> <ul style="list-style-type: none"> • Black/African American: 88.9% • Asian: 5.6% • Hispanic: 5.6% <p>Breakdown by Gender:</p> <ul style="list-style-type: none"> • Male: 44.4% • Female: 55.6% <p>Breakdown by Years of Experience:</p> <ul style="list-style-type: none"> • 1 Year: 5.6% • 2 to 5 Years: 33.3% • 6 to 10 Years: 38.9% • 11+ Years: 22.2%
Teacher Attrition Rate	11.1%
Teacher Salary Schedules	<p>Average: \$80,230 Minimum: \$67,000 Maximum: \$105,012</p> <p>Monument's breakdown for establishing starting salaries for teachers, based on educational attainment and years of experience, can be found here.</p>
Compensation over \$100,000	<ol style="list-style-type: none"> 1. \$251,640 2. \$173,250 3. \$148,377 4. \$142,000 5. \$140,083

Appendices

Appendix A: Staff Roster

2.9% of staff have a Doctorate for highest degree attained. 21.4% of staff have a Master's Degree for highest degree attained. 30.1% of staff have a Bachelor's Degree for highest degree attained.

Name	Position
Adryan Belton	School Safety Specialist
Ahmari Anthony	Well-Being Counselor
Alexis Murray	5th/6th Social Studies Lead Teacher
Alexus Hopkins	Teacher Assistant
Amonti Blake	School Safety Specialist
Andre Pope	Social Studies Teacher Assistant
Anna Scudiero	Development Director
Ashley Tucker	Principal
Avon Bell	Student Life Behavior Manager
Briana Reynolds	Performing Arts Teacher
Brittany Carter	Director of Student Services
Chandra Hopkins	School Nurse
Chase Grant	Information Security Specialist
Chelsea Whiteside	School Safety Specialist
Daevon Johnson	Alternative Learning Classroom Coordinator
Dahja Gore	Student Life Advisor

Dakota Scott	Student Life Advisor
Danielle Nelson	Chief of Well Being
Darlene Brownlee	Dedicated Aide
Darren Swangin	Facilities Engineer
Deborah Lancaster	Student Life Advisor
Deborah Smalls	Student Life Advisor
Dee Hadley	Special Education Teacher
Dennis Turner	Student Life Manager
Devon Mason	Student Life Advisor
Diancy Hector	Spanish Teacher
Downetta Tate	Student Life Advisor
Ebony Galloway	Teacher Assistant
Edward Newbon	Student Life Advisor
Emmanuel Ferguson	Dedicated Aide
Emmanuel Mbudu	Student Life Advisor
Erica Poe	Social Worker
Frederick Williams	5th/6th English Language Arts Teacher
Glandus McCoy	5th/6th Mathematics Teacher
Greg Gaskins	Chief Operating Officer
Hashawna Bates	Student Life Advisor
Jacob Williams	Student Life Advisor
Jada Queen	Behavior Dean
Jaela Gant	Student Life Advisor
Jaelen Coaxum	Student Life Advisor

Jamaur Law	Health/Physical Education Teacher
Jameelah Hassan	Student Life Advisor
James Diggs	Student Life Manager
James Long	Director of Operations in Residence
Janet Hadley	Well Being Counselor
Jasmine Booker	5th/6th English Language Arts Teacher
Jasmine Pearsall	Dedicated Aide
Jay Delaney	School Safety Specialist
Jayda Jackson	Student Life Advisor
Jeffrey Grant	Chief Executive Officer
Jeffrey McHugh	Data Systems and IT Chief
Jeremiah Tate	Student Life Advisor
Joshua Page	Student Life Advisor
Jovan Nash	Academic Technology Specialist
Justyce Millar	Dedicated Aide
Karam Morris	7th/8th English Language Arts Teacher
Katrice Turner	Chief of Family and Community Engagement
Keionna Barrett	5th/6th Science Lead Teacher
Keyana Taylor	Student Life Advisor
Kimani Staves	Special Education Teacher
Kimberly Jackson	7th/8th Social Studies Teacher
Kyle Bryant	School Safety Specialist
Lakisha Lyles	Student Information Manager
LeRoy Marshall	Math Interventionist

Linda Pendleton	Student Life Advisor
Lisa Newbon	Family Engagement Coordinator
Marcus Brown	Student Life Advisor
Markee Young	Student Life Advisor
Markia Young	Student Life Advisor
Monecia Samuel	Student Life Advisor
N'Daja McAllister	Dedicated Aide
Nicole Tate	Response to Intervention Manager
Octavus Barnes	Student Life Advisor
Olivia Strickland	Well Being Counselor
Otis Ware	Student Life Advisor
Patrick Coates	Student Life Advisor
Pushaen Gunasinghe	Science Special Education Inclusion Teacher
Quentin Morrow	Behavior Specialist
Rayshawn Miller	School Safety Specialist
Requita McNeil	HR Coordinator
Roberta Sinclair	Building Substitute
Sade Thomas	Student Life Advisor
Shanice Lewis	Development Executive Assistant
Shaquane Hubbard	Dedicated Aide
Sharaud Blake	Manager of Safety and Security
Sharnika Kelly-Grant	Student Life Advisor
Shaunbay Ltifi	Student Life Advisor
Shoshanna Gleaton	Administrative Assistant

Stacie McLaurin	7th/8th Grade Science Lead Teacher
Steven Watins	School Safety Specialist
Taniya Dunn	7th/8th Mathematics Teacher
Taylor Ferguson	5th/6th Social Studies Inclusion Teacher
Tinisha Cooper	Student Life Advisor
Toni Barnes	Student Life Advisor
Travis Bolden	7th/8th Mathematics Lead Teacher
Tyresa Shepherd	Student Life Advisor
Tyrianna McLean-Hardy	Teacher Assistant
Tyrone Pearsall	Music Teacher and Band Director
Ulyssia Govan	Teacher Assistant
Vernesia Johnson	Dedicated Aide
Wassel Ltifi	Student Life Advisor
Yolanda Johnson	Student Life Advisor
Zakiyah Pulliam-Holmes	Student Life Advisor

Appendix B: Board Roster

Name	Role	Residency	Term Start and End Dates
Emily Bloomfield	Chair	DC	July 1, 2019 - June 30, 2025
Michael D'Alessandro	Governance Chair	OOS	May 1, 2023 - June 30, 2026
Chuck Jones	Vice Chair	DC	December 1, 2022 - June 30, 2025
Carla Watson	Academic Chair	OOS	July 1, 2020 - June 30, 2026
James Waller	Finance Chair	DC	July 1, 2020 - June 30, 2026
Donna Anthony	Member	OOS	July 1, 2019 - June 30, 2025
David Ware	Member	OOS	September 1, 2024 - June 30, 2027
Requita McNeil	Member	DC	February 1, 2023 - June 30, 2025
Amy Allen	Member	DC	September 1, 2024 - June 30, 2025

Appendix C: Finances

Latest Audited Financial Statements

Monument Academy's latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub: <https://dcpcsb.org/school-fiscal-audits>.

Other Financial Information, Including Budgets

Monument Academy's additional financial information, including, latest available budgets, may be found in the Financial Oversight section of DC PCSB's Transparency Hub at the following link: <https://dcpcsb.org/transparency-hub>.