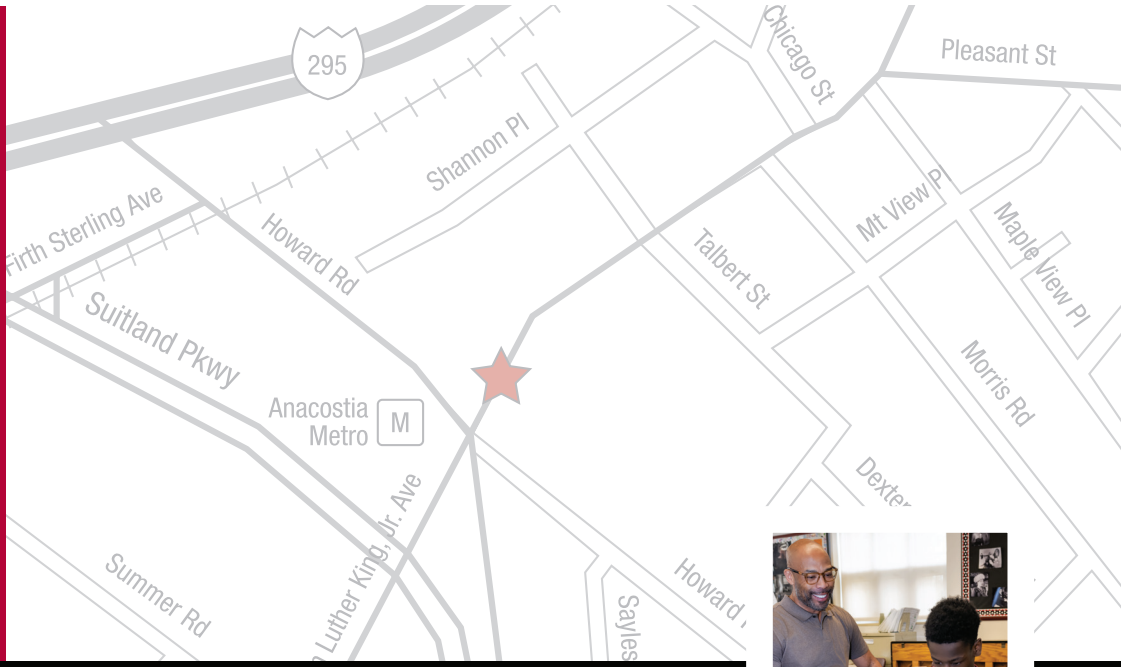
THURGOOD MARSHALL ACADEMY

Public Charter High School



2025-26 ANNUAL REPORT

Presented by Mark Harrison,
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TABLE OF CONTENTS

ANNUAL REPORT NARRATIVE 2
EXECUTIVE SUMMARY 2
I. SCHOOL DESCRIPTION 3
I.A. MISSION STATEMENT 3
I.B. SCHOOL PROGRAM 4
I.B.1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH 4
I.B.2. PARENT-INVOLVEMENT EFFORTS 7
II. SCHOOL PERFORMANCE AND PROGRESS 10
II.A. MISSION, GOALS, AND ACADEMIC ACHIEVEMENTS 10
II.A.1. ACHIEVEMENT OF MISSION 10
II.A.2. ACHIEVEMENT OF GOALS IN CHARTER 15
II.B. UNIQUE ACCOMPLISHMENTS 15
II.C. LIST OF DONORS 17
CONCLUSION 19
DATA REPORT 20
APPENDICES 24
FACULTY AND STAFF ROSTER 2025-26 (With Responsibilities) 24
THURGOOD MARSHALL ACADEMY BOARD OF TRUSTEES 27
FINANCES 28

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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 US 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 law-related charter school in Washington, DC, the school's goal is to help students develop their 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. In 2025-26, Thurgood Marshall Academy served 361 students in grades 9-12. Thurgood Marshall Academy is a nonprofit organization governed by a volunteer Board of Trustees. The school is accredited by the Middle States Association of Colleges and Schools.

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 9th graders, and intensive college guidance. To provide these supplemental programs, Thurgood Marshall Academy has developed a network of over 65 partner organizations that provide financial and in-kind support and connect 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 has become a community institution in historic Anacostia.

In school-year 2025-26, Thurgood Marshall Academy's faculty, staff, students, and community witnessed many accomplishments. Achievements included the following:

- During school year 2025-26, Thurgood Marshall Academy celebrated its 25th year of operations.
- All Class of 2026 graduates were accepted to one or more colleges, including schools such as George Washington University, Hampton University, Morehouse College, Clark Atlanta University, Spelman College, and Temple University.
- Scholarships awarded to students in the Class of 2026 totaled roughly $2 million.
- Thurgood Marshall Academy's legacy continues following its 25th year—one example to be detailed in the school-year 2026-27 report is that teacher Ramon Griffin was named DC's 2027 Teacher of the Year.

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.

I. SCHOOL DESCRIPTION

I.A. MISSION STATEMENT

Founded on US 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, DC, Thurgood Marshall Academy aims to help students develop their voices by teaching them the skills lawyers use, 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, and one fitness room. All classrooms have access to a wireless network, projectors with audio capabilities, and computers. The school provides computers for use at home to students who lack an at-home device.

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.)

2025-26 Student Characteristics Table: Thurgood Marshall Academy *	
Number of students enrolled, by grade level	Grade 9: 104 Grade 10: 104 Grade 11: 86 Grade 12: 67 Total: 361
Percentage of students with special education IEPs	22%
Percentage of students categorized as At-Risk	75%
Free And Reduced Meals status	Community Eligibility Provision (CEP) school
Average SAT Scores	Combined: 829 — Math: 398 Reading & Writing: 431

***** Excludes non-public placements.

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.

I.B.1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Curriculum Design

Thurgood Marshall Academy's curriculum prepares students for the rigors of a college education. In addition, since roughly 60% of incoming Thurgood Marshall Academy students arrive at least one grade level behind in math and English, 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. As in previous years, subjects that do not currently have DC 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 and career preparation.

Reflecting best practices observed in years past, the 9th- and 10th-grade curriculum for 2025-26 included double-block scheduling for reading and math for all 9th- and 10th-grade students. Double-block courses allowed all lower-grade students to receive 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 honors courses. Thurgood Marshall Academy also employs several High Impact Tutors—a strategy developed after the 2020 pandemic to support specific students struggling academically.

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 similar skill levels created a supportive environment for learning. In addition to academic skills, the gains that students experienced in these courses increased their 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 11th- and 12th-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 (AP) course offerings, dual enrollment opportunities, and early college access partnerships with colleges constitute another critical element of the college preparatory curriculum. Honors and AP courses, listed in the table below, offer additional options for students in all grades to challenge themselves with more advanced college preparation material. Thurgood Marshall Academy also provides dual enrollment opportunities that permit students to take college-level classes for both high school and college credit. The school also participates in DC's Career & Technical Education (CTE) program, providing participating students the opportunity to leave high school with credentials for internships and employment in fields such as cybersecurity and healthcare.

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 coursework to after-school activities in partnership with the metropolitan Washington legal community.

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

Course List	Course *	
English	English I English I H English II English II H	English III English IV AP English Language AP 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 AP Calculus AB
Science	AIS Biology Biology H Chemistry	Physics Environmental Science AP Computer Science Principles AP Biology
Health/PE	PE I Health	PE II
Social Studies	World History I World History I H World History II World History H AP Psychology	US History AP US History US Government AP US Government DC History
Art	Art I Art II	Yearbook Pre-AP Art
Music	Music Appreciation	Advanced Music Pre-AP Music
Electives	Academic Workshop Adv. Topics in SS Advanced Comp App Advanced Music AP African American Studies AP Biology Seminar AP Calculus AP Computer Science Principles AP 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 First Year Seminar Second Year Seminar
Technology	Computer Applications I Intro to Business Yearbook	Advanced Comp. App AP Computer Science Principles
Law	Intro to Law Peer Court	Law Firm Lab
Portfolio	Portfolio-9 Portfolio-10	Portfolio-11 Portfolio-12

* "H" indicates an Honors course; "AP" indicates Advanced Placement.

Instructional Approach

Data-Driven Instruction

Thurgood Marshall Academy teachers continued to use assessments to focus lesson planning in 2025-2026.

The school's assessment program for 9th- and 10th-grade students uses the NWEA Measuring Academic Progress (MAP) Growth tool and 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 students answer correctly and easier questions following incorrect answers. The test collects data on the student's skill level, progress since prior testing, and growth compared to peers. Periodic ANet assessments provide teachers and administrators with students' proficiency level data for ELA and math Common Core standards. Teachers use this data to develop re-teaching plans and support for the lowest-performing students in upcoming units. After each interim assessment administration, teachers and academic leaders use planning time or professional-development days to review and analyze student data. ANet also provides the school with comparative data for other schools within the ANet network, allowing the school to determine how Thurgood Marshall Academy students perform in ELA and math versus students in other schools or areas.

As students progress, their work shifts from foundational skills and structured assessment systems to college preparatory assessments. Eleventh and 12th-grade teachers regularly employ formative assessments (e.g., quizzes, essays, and reports) to probe student comprehension and performance. This information is utilized to adjust teaching plans as needed. Mid-term and final exams offer a summative assessment of total student achievement. The academic growth of 11th and 12th-grade students is also measured through SAT scores (while recognizing many colleges' efforts to de-emphasize standardized assessments in admissions).

Data-driven instruction dovetails with a host of other supports Thurgood Marshall Academy offers students facing academic or personal obstacles. The school has several social workers (employees, contractors, and DC Department of Behavioral Health workers) to assist students with mental health and wellness needs. Students behind in academics have opportunities for credit recovery during the school year and the summer. In addition, honors, Advanced Placement, and dual enrollment classes as well as the school's out-of-school-time programs provide a variety of opportunities for students to take up academic and personal challenges.

Professional Development Program

Thurgood Marshall Academy provides time for all teachers to collaborate in departments and grade levels for curricular work. The 2025-2026 school year began with an intensive, two-week "Warrior Academy." Teachers focused on increasing student engagement, best practices for supporting students with special needs, and overall student and adult wellness practices.

In addition, the Head of School and the Associate Head of School—in partnership with contractors from the Jounce teacher-coaching organization—continued to work individually with teachers throughout the 2025-2026 school year to provide collaborative coaching. Department Chairs met frequently with the Head of School and Associate Head of School to align school-wide instructional practices. In 2025-2026, Thurgood Marshall Academy continued earlier efforts to augment existing professional development, in response to teachers' feedback, by giving priority to content planning time and lesson study.

I.B.2. PARENT-INVOLVEMENT EFFORTS

During the 2025-26 school year, Thurgood Marshall Academy worked closely with parents and guardians to address the needs of each student. The frequency of parent involvement ranges from weekly email bulletins to quarterly formal reports to annual in-person celebrations.

Back to School Block Party

The Thurgood Marshall Academy Back to School Block Party was designed to kick off the new school year with a bang, promising an afternoon filled with fun, food, and community spirit. It provided an opportunity for parents to pick up student schedules, meet their children's new teachers, and meet community partners. New students were able to tour the campus. This event aimed to strengthen the bond between families, teachers, and the community; share important information about the school year ahead; and start the year with a memorable and enjoyable experience.

Parent-Student Conferences

Parent-student conferences are scheduled several times a school year via in person, online, or hybrid meetings to serve different family needs. They provide a structured opportunity to discuss students' academic progress, social development, and overall well-being. Each conference is a private meeting involving the student, their parents or guardians, and their teachers, typically lasting 10-15 minutes. During these meetings, the student's grades, assignments, and assessments are reviewed, with discussions focused on strengths, areas for improvement, and specific academic goals. Active parental involvement is encouraged, with resources and tips shared to help parents support their child's success. Students also play an active role, reflecting on their progress and setting personal goals, fostering self-assessment and accountability. The school occasionally combines conferences with open-house events for families.

Parents of Warriors (POW)

The school's parent engagement network, Parents of Warriors (POW), is designed to foster meaningful partnership, advocacy, and leadership among families. This initiative serves as a structured platform similar to a parent-teacher organization (PTO), providing families with a formal avenue to support student success and school community development. Through regular meetings, volunteer opportunities, and community events, POW members play a vital role in shaping school culture, organizing appreciation activities, leading service projects, and supporting fundraising efforts.

Community Pantry

Thurgood Marshall Academy's Community Student-Led Pantry is an initiative started by five seniors during the pandemic that continues to support families in need while fostering a sense of responsibility and compassion among the school's students. This pantry is managed and operated by students and open to the community once monthly. It provides essential food and household items to families facing food insecurity. Stocked with various non-perishable goods, fresh produce, and personal care items, the pantry aims to ensure that no family in the community goes without the necessities. The pantry is supported by donations from local businesses, community partners, and school families. Regular donation drives and partnerships with Martha's Table and Salvation Army ensure a steady supply of goods**.**

Honor Roll Assembly

Thurgood Marshall Academy Honor Roll Assembly is a strategically designed recognition event that underscores the school's commitment to academic excellence and family engagement. Held quarterly, this formal ceremony honors students who have achieved high academic standing, including Honor Roll and Principal's Honor Roll distinctions. The event intentionally invites the participation of parents, guardians, and caregivers, recognizing their integral role as partners in student success. Their presence serves as a visible affirmation of the school's values and reinforces a culture of excellence, accountability, and high expectations. Beyond celebration, the Honor Roll Assembly functions as a key touchpoint for strengthening family-school collaboration. By acknowledging both student achievement and the support systems that contribute to it, Thurgood Marshall Academy fosters an environment where academic performance is not only encouraged but publicly valued and sustained through strong community partnerships.

Senior Dinner Pin-On Ceremony

The Senior Dinner Pin-On Ceremony at Thurgood Marshall Academy aims to celebrate and honor the accomplishments of graduating seniors while fostering a deeper connection between the school, students, and their families. One of the highlights of the evening is the Pinning Ceremony, where parents place a unique pin on their graduating senior. This symbolic gesture represents the culmination of their high school journey and the transition to the next phase of their lives. The event is also an opportunity for the school to acknowledge and thank parents and to highlight the collaborative effort between the school and families in nurturing and educating the students.

School-Home Communications

Thurgood Marshall Academy communicates consistently with parents about their student's progress through many channels: frequent progress reports; quarterly report cards; Open Houses; newsletters; grade level and school-wide emails; and Portfolio presentations (held biannually for 9th graders and annually for other students, and during which parents participate as members of the panel). For example, roughly weekly throughout the school year 2025-26, Thurgood Marshall Academy emailed families the "Warrior Pride" email bulletin covering topics related to student opportunities. Similarly, teachers and administrators followed an organized schedule of periodic calls with parents about their child's academic and behavioral progress.

Also, the Thurgood Marshall Academy website has two tabs dedicated to resources for both students and parents: a "Students" page that provides access to information on various topics, including graduation requirements, course offerings, meeting dates, and a report card schedule as well as a "Families" tab providing access to student-and-family resources ranging from the Canvas class management tool to Kids Ride Free transportation support information. 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 2025-2026, the deans built relationships with parents via phone calls and emails. These meetings provided parents with information on Thurgood Marshall Academy's specific resources for 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 engagement shifts to college. The College Access Initiative—which includes a Senior Seminar, an SAT Prep course, 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 an online 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 were invited to attend all after-school college counseling workshops during the school year, which included 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 AND PROGRESS

II.A. MISSION, GOALS, AND ACADEMIC ACHIEVEMENTS

II.A.1. ACHIEVEMENT OF MISSION

Thurgood Marshall Academy's mission is to prepare students to succeed in college and to actively engage in our democratic society. This mission forms the core of all school programming. Students engage in a rigorous college prep curriculum, coupled with intensive college and alumni programming. They also participate in community service; field trips; speaker engagements; and in-school as well as out-of-school-time activities with the legal community. Through these and other initiatives, students directly engage their community and the larger democratic society.

Growth scores and college acceptance rates at or near 100% annually demonstrate that Thurgood Marshall Academy'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 AP course, even if they do not earn college credit via an AP exam. Thurgood Marshall Academy also maintained dual-enrollment partnerships with the DC Office of the State Superintendent of Education's (OSSE) Dual Enrollment Consortium and Bard College. These programs allowed students 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.

College Acceptance and SAT Results

The school's average SAT score for the members of the Class of 2026 was 829 (398 in Math and 431 in Evidence-Based Reading & Writing). As the school year drew to a close, this year's graduates' 100% college acceptance rate once again proved that Thurgood Marshall Academy is making significant strides in fulfilling its mission as a college preparatory institution, as illustrated further below.

Key Mission-Related Programs

In tandem with its college-preparatory curriculum, Thurgood Marshall Academy achieves its college-preparatory and civic-engagement mission (i) via 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, include the College Access Initiative, Alumni program, Law-Related programs, Portfolio, After-School Enrichment Programs, Community Service, and Summer Prep.

College Access Initiative

Members of the Class of 2026 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 completing college applications, drafting college and scholarship essays, and preparing for college life. To complement the content of Senior Seminar, the College Counseling Department also organized 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 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, numerous colleges participated in Instant Decision Days, in which they reviewed student applications and made admissions offers 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 beyond the senior class, working in different ways with other grades to prepare for applications in the future.

Alumni Program

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. It provides college and financial aid counseling to college-enrolled alumni as well as those planning to reengage in college or other post-secondary options.

The College Counselor oversees Thurgood Marshall Academy's Alumni Emergency Fund, which provides gap funding to alumni who enrolled in college. The fund ensures that alumni, primarily from low-income households, can cover unexpected college-related expenses, such as books, travel, and housing deposits. In 2025-2026, the Alumni Emergency Fund distributed small grants totaling more than $21,000 for such expenses, supporting college persistence and graduation. The college counseling department also organized special events, such as alumni panels, and conducted virtual or in-person visits with alumni at colleges and universities nationwide.

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 military, police, or fire services—careers that require additional professional training and that reflect the service ethic in Thurgood Marshall Academy's mission statement.

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

Law-Related Programming

As a law-themed school, Thurgood Marshall Academy continues to develop and refine the integration of law into the curriculum and after-school programming. In 2025-2026, the school partnered with area law firms and Howard University School of Law to provide in-person law-themed programming. Every student participated in at least one law-related program, detailed below, either in class or after school.

Integration into Academics

At each grade level, students must complete a law-related project through their core history course, showing 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 Limber Hospital Case, or the Lieutenant Calley Supreme Court case. Seniors enroll in either the US Government or AP US 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. 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 9th graders with their first formal exposure to the world of law. Volunteer attorneys and law-firm professionals lead case-law workshops for TMA students, integrating the TMA legal skills of advocacy, argumentation, critical thinking, negotiation, and research. In 2025-2026, TMA coordinated six Law Days hosted by partners at Hogan Lovells US LLP (now Hogan Lovells Cadwalader), Foley & Lardner LLP, and Latham & Watkins, LLP. Participating in Law Day helps students develop analytical thinking and public speaking skills while supporting an appreciation for democratic values.

Howard Law Academy

Thurgood Marshall Academy conducted five Howard Law Academy sessions throughout the 2025-2026 academic year: 10th-grade students went to Howard University's School of Law to expand their knowledge of TMA's five legal skills.

During each Howard Law Academy session, students could choose sides and debate controversial topics such as the school-to-prison pipeline, youth immigration, intersectionality, and environmental law. During their debates, they advocated for the legal validity of their stance. In the final session, students had an opportunity to experience a mock trial in a courtroom setting.

Law Firm Tutoring

Law Firm Tutoring is a program that involves legal professionals in teaching lessons to students that integrate college-and-career mentoring with lessons about Thurgood Marshall Academy's five legal skills (research, argumentation, critical thinking, advocacy, and negotiation). It differs from Law Day in its emphasis on instruction and mentoring, rather than case law workshops. Law Firm Tutoring allows students to explore both legal concepts and life skills such as budgeting, time management, interpersonal skills, and college and career goals. Roughly seven firms support Law Firm Tutoring in a given school year; examples of Law Firm Tutoring partners include: Crowell & Moring, Jenner & Block, King & Spalding, Morgan Lewis, Williams & Connolly, Winston & Strawn, and Vinson & Elkins.

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. Many graduates point to the value of the Portfolio Assessment Program when asked which components of their Thurgood Marshall Academy education have best prepared them for college.

In 2025-2026, 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 academic and civic achievement goals and hold themselves responsible for living up to high expectations. Each student compiles a record of their academic work, behavioral performance, and community service and prepares special academic projects in core subjects for inclusion in their 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.

After-School Enrichment Program

Thurgood Marshall Academy's after-school enrichment activities extend the classroom, offering a unique learning arena in which the school's educational ideals are advanced and encouraged. 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. Key programs that Thurgood Marshall Academy offered students in 2025-26 are described below.

Homework Help Tutoring & Extended Office Hours

Homework Help is a drop-in tutoring service staffed by Thurgood Marshall Academy teachers. This Monday through Friday program runs in tandem with teachers providing extra office hours on select days so students can consult with them directly about coursework.

Athletics

In the 2025-26 school year, Thurgood Marshall Academy athletics promoted student character development by stressing values of participation, ethical competition, and teamwork. During the 2025-2026 academic year, Thurgood Marshall Academy offered its students several sports programs, including: co-ed flag football and girls' volleyball offered in the Fall; boys' basketball, girls' basketball, and co-ed track & field in the Spring; and cheerleading all year.

Study halls were mandatory for each sport and allowed students to complete their homework for approximately one hour before the start of their practices each day, which helped to improve overall grades significantly. This was a way of helping students understand that without academics, you cannot be a "student-athlete." The DC charter school athletic league required that students have a 2.0 GPA at the start of each season to stay academically eligible for their respective sport. However, Thurgood Marshall Academy mandated that students maintain at least a 2.0 at all times and that they could not fail more than one subject if they wanted to compete in any sports. This policy motivated students to strive for higher grades in the classroom while also fostering athletic excellence.

Clubs

In 2025-2026, Thurgood Marshall Academy provided nearly 30 different clubs that met one or more days a week after school, with some clubs meeting on Saturdays as well. Examples include: Washington Urban Debate League; Student Government Association; a STEM-focused Electric Vehicle go-kart club; Future Scientists Society; Garden Club; Moguls business club; Follow My Lead peer-to-peer mentoring club;

writing and book clubs; music and performing arts clubs; visual arts clubs; a variety of clubs focused on personal and community development; and Pathways2Power, a student-organized club seeking to stem violence in communities.

Civil Rights Field Trip

Thurgood Marshall Academy offers all students field trip experiences focused on the Civil Rights Movement, simultaneously providing enrichment, social engagement, and instruction related to the school's legal focus. Formerly a trip open to select Juniors, the school has expanded it to serve all students in all grades. Day or weekend trips serve grades 9, 10, and 12, while the signature 11th-grade Civil Rights Trip is a weeklong journey through the American South. Chaperones and students travel from DC to key cities in the Civil Rights Movement, including Atlanta, Birmingham, Montgomery, Selma, Jackson, and Memphis. Each day, students visit museums and historical sites that highlight the leaders of the movement and the moments that shaped US history. Guest speakers share details that come to life through walking and bus-guided tours. Every day ends with a chaperone-led debrief session to unpack the lessons of the day. Students and staff stay in hotels each evening and travel by coach bus through each city. Thurgood Marshall Academy covers meals, flights, and museum entry fees.

Community Service

At Thurgood Marshall Academy, community service is not simply a graduation requirement but also an integral part of the educational experience, reflecting the school's commitment to fostering civic responsibility and social awareness among students. Students engage in volunteer projects that benefit the local community and beyond. Activities range from neighborhood clean-ups and working at local food banks to mentoring younger students and organizing charity events. Community service helps students develop a deeper understanding of the challenges faced by others, builds a sense of responsibility, enhances personal growth, strengthens community bonds, and encourages civic engagement.

Summer Prep Program

Thurgood Marshall Academy administrators and faculty recognized early on 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 is a program intended to provide incoming 9th-grade as well as 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. In recent years, Thurgood Marshall Academy has augmented the core Summer Prep program with a summer Law Day, summer clubs, and a short college trip, all designed to both stem summer learning loss and introduce incoming students to the school's college-prep, wrap-around approach.

II.A.2. ACHIEVEMENT OF GOALS IN CHARTER

ASPIRE
Thurgood Marshall Academy PCS has adopted DC PCSB's Annual School Performance Index Report & Evaluation (ASPIRE) as its goals and academic achievement expectations. DC PCSB will publicly report the school's performance on ASPIRE annually.

DC CAPE
In the spring 2026 administration of DC CAPE, 44% of students tested scored Level 3 or higher in Language Arts and 22% of students tested scored Level 3 or higher in Mathematics.

Note
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.

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:

- School-year 2025-2026 marked Thurgood Marshall Academy's 25th year serving the students of the District of Columbia.
- Every graduate in the Class of 2026 was accepted to at least one college.
- Scholarships awarded to students in the Class of 2026 totaled over $2 million.
- In TMA's inaugural year of teaching AP African American Studies, 87% of students taking the AP exam earned a 3 or higher (a threshold for college credit), surpassing both the city and national averages.
- Students led a community Elections Fair providing voter registration; education to the community about ranked-choice voting; opportunities to hear from candidates in upcoming elections; and an interactive Civic Scavenger Hunt.
- A student won the Region XII division of the National Bar Association's Dr. Martin Luther King, Jr. Drum Major for Justice Advocacy Competition.
- During the annual Mikva Challenge Soapbox oratory competition, one student was awarded Honorable Mention while another was a Main Stage Finalist; the latter represented the District of Columbia at the national meeting in Chicago and received invitations from multiple civic partners to participate in youth civic engagement opportunities in DC.
- Students participated in prestigious college-access programs, such as Mt. Holyoke's Mosaic Fly-In event.
- Meshing aesthetics and STEM, students won the Best Car Graphics award at the DC Electronic Vehicle Grand Prix.
- Two students were selected to play in the DC All-Star Volleyball game.
- The school coordinated a partnership project with Vision To Learn that resulted in roughly 80 students (approximately 22% of the student body) receiving eyeglasses free of charge.
- TNTP Insight survey index scores placed Thurgood Marshall Academy in the top "Greenhouse School" quartile for strong instructional culture.

- Executive Director Raymond Weeden and Thurgood Marshall Academy's work were profiled by *The Washington Informer* in an article considering charter schools during DC's budget season, and Mr. Weeden appeared as a featured guest on the inaugural episode of the DC Charter School Alliance *Leaders in Conversation* podcast, focusing on student growth and achievement.
- *U.S. News & World Report* included Thurgood Marshall Academy in its list of "Best High Schools."

College Acceptance

Since 2005, almost every member of Thurgood Marshall Academy's graduating classes 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 given the low percentage of college graduates in the under-resourced area where the school and most students are located.

Thurgood Marshall Academy's Class of 2026 graduates were accepted to the following schools:

Alabama A & M University
Alabama State University
Alfred University
Allegheny College
American University
Arizona State University
Azusa Pacific University
Beloit College
Bethune-Cookman University
Bowie State University
Cheyney University
Clark Atlanta University
College of Southern Maryland
Coppin State University
Cornell College
CUNY John Jay College of Criminal Justice
Delaware State University
Drexel University
Eastern University
Elizabeth City State University
Fayetteville State University
Fisk University
Florida Agricultural and Mechanical University
Garrett College
George Mason University
Georgetown University
Guilford College
Hampton University
Hood College
Howard University
Jackson State University
Johnson C. Smith University
Juniata College
Kent State University
La Roche University
Lincoln University
Livingstone College
Long Island University
Louisiana State University
Manhattanville College
Mary Baldwin University
Marymount Manhattan College
Marymount University
Metropolitan State University of Denver
Michigan State University
Middlebury College
Montgomery College
Morehouse College
Morgan State University
Mount St. Mary's University
New York Institute of Technology
Norfolk State University
North Carolina A & T State University
North Carolina Central University
Northeastern Illinois University
Northeastern University
Northern Virginia Community College
Oberlin College
Pace University
Penn State University
Pitzer College
Prince George's Community College
Radford University
Richard Bland College
Robert Morris University
Roberts Wesleyan College
Saint Elizabeth University
Salem College
Seton Hall University
Shaw University
Shenandoah University
South Carolina State University

Southern University of New Orleans
Spelman College
St. John's University-New York
Stevenson University
Temple University
Towson University
Trinity College
Trinity Washington University
Tulane University of Louisiana
University of Lynchburg
University of Mary Washington
University of Maryland College Park
University of Maryland Eastern Shore
University of Massachusetts Lowell
University of Mississippi
University of New Haven
University of North Carolina at Greensboro
University of San Diego
University of the District of Columbia
University of Virginia
Virginia Commonwealth University
Virginia State University
Virginia Union University
West Chester University of Pennsylvania
Western New England University
Wright State University-Main Campus
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 solid 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. As highlighted in the donors list below, the school maintains a network of over 65 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 or in-kind donations equal to or exceeding $500 during the year reported.

- AnBryce Foundation
- Daniela Anello
- Bruce Berman
- Danielle Bierzynski
- Thomas Birch
- Julie Camerata
- Capital One
- CBIZ
- CityBridge Foundation
- Crowell & Moring Foundation
- DC Alliance
- DC Office of the State Superintendent of Education
- Paul Delaney
- Jacqueline Denning
- Valarie Dock
- Jerry Epstein
- Ari Fitzgerald
- Foley & Lardner LLP
- FundEd Strategies
- Dan Gordon
- Mark Harrison
- Jocelyn Henderson
- Hogan Lovells US LLP (now Hogan Lovells Cadwalader)
- Latham & Watkins, LLP
- Valerie Lee
- Eleanor Roberts Lewis
- Michael Lewis
- William McDaniels
- Christopher McGarrigal
- Thomas Merrill
- Miller & Chevalier Charitable Foundation
- James and Judy Minogue

- PAVE
- Peter A. Rohrbach Charitable Fund
- PMM Companies
- Ruppert Landscape
- Jeffrey Rutledge
- David Schlossman
- Robert and Hilary Schlossman
- Chris Schreiner
- Paul Seligman
- Kannon and Vicki Shanmugam
- Tina and Albert Small
- Peter Spivack
- Jonathan Stoel
- Summer Boost
- Therme Group US LLC
- Truist Bank
- Richard & Beverly Van Duyne
- Robert and Christine Van Kirk
- Elizabeth Waters
- Allen Waxman
- Raymond Weeden
- Beatrice and Anthony Welters
- Arlene Williams
- Williams & Connolly LLP
- Paula 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 students' success both applying to college and securing scholarships to attend.

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 partnering organizations and volunteers—including numerous representatives of DC 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, DC, community.

DATA REPORT

School Year (SY) 2025-26 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	**LEA Name:** Thurgood Marshall Academy PCS
DC PCSB	**Campus Name:** Thurgood Marshall Academy PCS
DC PCSB	**Grades served:** 9 – 12
DC PCSB	**Overall Audited Enrollment:** 361

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

Grade	**PK3**	**PK4**	**KG**	**1**	**2**	**3**	**4**	**5**	**6**
Student Count	0	0	0	0	0	0	0	0	0
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Alternative**	**Adult**	**SPED***
Student Count	0	0	104	104	86	67	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

Provided by: DC PCSB	**Suspension Rate: 17.17**% *(Number of students with at least one out-of-school suspension and in the school's 2025 audit* ***divided by*** *number of students in the Oct. 2025 audit)* ***multiplied by*** *100*
DC PCSB	**Expulsion Rate: 0.0%** *(Number of students expelled and in the school's 2025 audit* ***divided by*** *number of students in the Oct. 2025 audit)* ***multiplied by*** *100*
DC PCSB	**Instructional Time Lost to Out-of-School Suspension Rate: 0.51%** *(Sum of all suspension days for all students due to out of school suspensions* ***divided by*** *sum of instructional days for all students for the SY 2025 – 26 school year)* ***multiplied by*** *100*
DC PCSB	**In-Seat Attendance: 82.87%** * *(Total number of days students were present [per guidance for the school year]* ***divided by*** *total instructional days for the school year)* ***multiplied by*** *100* *Notes: (1) Only includes students enrolled for more than 20 instructional days. (2) This measure corresponds to the School Reform Act's definition of Average Daily Attendance.*
DC PCSB	**Average Daily Membership – Description of Process:** The School Reform Act 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.
DC PCSB	**Midyear Withdrawals: 4.71%** *(Sum of exits between the enrollment audit and June 1, regardless of students' UPSFF statuses [a student can exit multiple times and the measure counts each exit]* ***divided by*** *number of UPSFF students)* ***multiplied by*** *100*

Student Data Points

DC PCSB	**Midyear Entries: 0.83%** *(Sum of entries after the enrollment audit and before June 1, regardless of students' UPSFF statuses [a student can enter multiple times and the measure counts each entry]* ***divided by*** *number of UPSFF students)* ***multiplied by*** *100*
DC PCSB (SY24-25)	**Promotion Rate: 92.83%** *(Number of students enrolled through May 31 of the prior year who advanced ≥ 1 grade level in the LEA based on the grade level in the Oct. 2024 and Oct. 2025 audited enrollment files* ***divided by*** *number of returning students enrolled as of Oct. 2025 audit)* ***multiplied by*** *100*
DC PCSB (SY24-25)	**Career and College Acceptance Rates: 100%** *Calculated per ASPIRE business rules.*
DC PCSB (SY24-25)	**ACT/SAT College Readiness Benchmark Achievement Rate: 32.84%** *Calculated per ASPIRE business rules.*
DC PCSB (SY24-25)	**Graduation Rates:** **4 Year ACGR — 74.36%** *(Number of students in cohort who graduated by June or August 2025 with a standard diploma* ***divided by*** *number of first-time grade 9 students in fall 2021* ***plus*** *transfers in* ***less*** *transfers out* ***less*** *emigrants* ***less*** *students who pass away)* ***multiplied by*** *100* **5 Year ACGR — 90.57%** *(Number of students in cohort who graduated by June or August 2025 with a standard diploma* ***divided by*** *number of first-time grade 9 students in fall 2020* ***plus*** *transfers in* ***less*** *transfers out* ***less*** *emigrants* ***less*** *students who pass away)* ***multiplied by*** *100*

* The DC PCSB provided in-seat attendance rate aligns with the best available data at the time of publication. Fall data validation by OSSE or others may lead to slight variations in other sources.

Faculty and Staff Data Points

<table>
<tr><td>Provided by:
LEA/School</td><td>Total number of instructional days: 181
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. This number should match what is reported to OSSE.</td></tr>
<tr><td>School</td><td>Number of Teachers: 36
To align with OSSE’s definition, a "teacher" is a full-time school-based employee who instructs any core or non-core academic subject. This includes general or special education teachers instructing students in the “core” subject areas of English language arts, math, science and social studies, as well as non-core subjects such as arts, foreign language and physical education. This excludes student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel).</td></tr>
<tr><td>School</td><td>Teacher Demographics
In a chart, include the racial identity, gender, and years of teaching/education experience for all your teacher staff, using the definition above.

<table>
<tr><th></th><th>Category</th><th>Number of Teachers</th></tr>
<tr><td>Racial Identity</td><td></td><td></td></tr>
<tr><td></td><td>Black/African American</td><td>26</td></tr>
<tr><td></td><td>Hispanic/Latino</td><td>1</td></tr>
<tr><td></td><td>White/Caucasian</td><td>6</td></tr>
<tr><td></td><td>Other/Unknown</td><td>3</td></tr>
<tr><td>Gender</td><td></td><td></td></tr>
<tr><td></td><td>Female</td><td>24</td></tr>
<tr><td></td><td>Male</td><td>12</td></tr>
<tr><td></td><td>Other</td><td>0</td></tr>
<tr><td>Experience</td><td></td><td></td></tr>
<tr><td></td><td>First-year</td><td>5</td></tr>
<tr><td></td><td>2 - 5 Years</td><td>10</td></tr>
<tr><td></td><td>6 - 9 Years</td><td>5</td></tr>
<tr><td></td><td>10 or More Years</td><td>16</td></tr>
</table></td></tr>
<tr><td>School</td><td>Teacher Attrition Rate: 14%
(Number of teachers retired/resigned/outplaced between October 5, 2025, and last day of school in 2026 divided by number of teachers employed as of October 5, 2025) multiplied by 100</td></tr>
</table>

School

Teacher Salary

Provide schedule by steps and grades, if applicable. If inapplicable, LEAs may provide minimum, average, and maximum teacher salaries…

Thurgood Marshall Academy (D.C. LEA #146) teacher compensation is based on a scale considering educational attainment and years of teaching experience (at Thurgood Marshall Academy or other institutions).

Step	BA	MA	2-MAs	PhD-JD
1	$62,734	$66,866	$69,009	$73,185
2	$62,948	$68,456	$71,448	$74,439
3	$64,236	$71,448	$74,439	$77,426
4	$66,608	$74,439	$77,426	$80,428
5	$68,960	$77,426	$80,428	$83,421
6	$71,324	$80,428	$83,421	$86,413
7	$74,327	$84,146	$87,126	$90,128
8	$77,312	$87,844	$90,848	$93,846
9	$80,315	$91,572	$94,561	$97,553
10	$83,292	$95,273	$98,264	$101,266
11	$86,287	$98,939	$101,968	$104,963
12	$92,282	$106,418	$109,408	$112,724

Notes:
1) Salaries above are annualized and gross; actual pay is earned and paid over 24 pay-periods and deducts payroll taxes and other withholdings, such as employee portions of benefits.
2) Teachers above step 12 receive the same percentage increase from one year to the next as do non-instructional employees.

School

Compensation Over $100,000

Salaries (including bonuses) of the five most highly-compensated individuals in the LEA, if over $100,000 for SY2025-26 (aligned with IRS Form 990 reporting).

Last	First	Title	FY26 Salary
Weeden	Raymond	Executive Director	$191,122
Mays	Malika	Head of School	$148,319
Schlossman	David	Chief Operating Officer	$147,125
Griffin	Ramon	Electives Teacher	$125,501
Roberts	Elena	Associate Head of School	$121,949

APPENDICES

FACULTY AND STAFF ROSTER 2025-26 (With Responsibilities) *

Name	Title
Aboagye, Afuah	Math Teacher
Aklilu, Gelaltya	Director of Development & Strategic Partnerships
Alburqueque, Alex	English Language Teacher
Alvarado-Sieg, Astrid	Spanish Teacher
Ames, Zabrina	Community and External Affairs Manager
Barnett, McKenzie	High Impact Tutor
Blackson, Michael	Spanish Teacher & World History
Brock (Ross), Tamara	Independent Study and Dual Enrollment Coordinator
Brodie, Kahlil	Cafeteria Assistant
Brodie, Trina	Cafeteria Assistant
Brooks, Manisha	Director of Special Education
Brown, Brandon	High Impact Tutor
Brown, Stephanie	Director of Student Affairs
Cameron, Deontae	Special Education Coordinator
Claggett, Nicola	Social Studies Teacher
Clarke, Samuel	High Impact Tutor
Coleman, Marco	High Impact Tutor
Crosby, Shawanna	Student Affairs Coordinator
Cross, LaShena	English Teacher
Daniel, Courtney	Science Teacher
Das, Namrata	Math Teacher
Diallo, Mariame	Special Education Teacher
Donnelly, Rebecca	Social Studies Teacher
Ebanks (Connor), Devianni	Development Coordinator
Edelman, Zoe	Electives Teacher
Esayas, Nebiy	Athletics & Data Coordinator
Fadojutimi, Omobolawa	English Teacher
Foster, Erica	Math Teacher

Name	Title
Gordon, Megan	School Social Worker
Griffin, Ramon	Electives Teacher
Gross, Robert	Special Education Teacher
Holdip, Jayla	High Impact Tutor
Horton, Lauren	Clinical Counselor
Huntsman, Emma	English Teacher
James, Blaine	Social Studies Teacher
James, Precious	Special Education Case Manager & Teacher
Johnson, Byron	Art Teacher
Johnson, Rasheed	Student Affairs Associate
Jones, Alexis	Social Studies Teacher
Julien, Nadly	Admissions & Enrollment Manager
Julien, Quincy	High Impact Tutor
Kadiku, Lateef	Computer Science Teacher
Kenney, ML	English Teacher
Koonce-Gaines, Samantha	Science Teacher
Kornegay, Deirdra	Science Teacher
Lewis, Ezekial	Special Education Aide
Marsh, Melody	Social Studies Teacher
Mays, Malika	Head of School
McCullough, George	Math Teacher
McKeiver, Ashanti	Special Education Aide
McKeiver, Marlon	Special Education Aide
McMillan, Malia	Special Education Aide
Moore, Brian	Health & PE Teacher
Moore, Mylachi	Special Education Teacher
Moore, Nora	Assistant Director of Operations
Morris, Ocean-Miracle	Student Affairs Coordinator
Moses, Andre	Student Affairs Associate
Parker, Talithia	Health, Safety & Compliance Coordinator
Patterson, Jacquelyn	Special Education Teacher
Pines, Kayla	Special Education Aide

Name	Title
Powell (Brown), Treion	Student Affairs Coordinator
Rifa, Rafia	Math Teacher
Roberts, Elena	Associate Head of School
Saba, Hamzat	Director of College & Alumni Programs
Saunders, James	High Impact Tutor
Schlossman, David	Chief Operating Officer
Schwarz, Christina	Programs Manager
Shakur, Iman	High Impact Tutor
Sheffield, Thomas	English Teacher
Short, Renee	Data and Compliance Manager
Simmons, Dollye	Special Education Teacher
Stevens, Alexa	Spanish Teacher
Swain, Danielle	Special Education Aide
Tamajong, Ines	English Teacher
Taylor, Demetrius	Music Teacher
Thompson, Jarrett	Programs Coordinator
Thompson, Michele	Associate Director of College & Alumni
Thompson, Rashida	Administrative Assistant
Tyson, Tisha	Math Teacher
Walden, Michael	College Counselor
Walker, Destini	Special Education Aide
Weeden, Raymond	Executive Director
Whieldon, Sarah	School Social Worker & Mental Health Coordinator

**** Notes:***
Qualifications: Roughly 85% of Thurgood Marshall Academy's employees hold college degrees.
Among the school's teachers, 100% have college degrees, and 58% hold graduate degrees.
Number of Teachers: The number of teachers listed in the roster above may differ from the number of teachers shown in the other sources due to shifts in workforce during the school year.

THURGOOD MARSHALL ACADEMY BOARD OF TRUSTEES
SCHOOL YEAR 2025-2026

CHAIR OF THE BOARD OF TRUSTEES

Mark Harrison (DC Resident; Complaint Liaison)

VICE CHAIR OF THE BOARD OF TRUSTEES

Danielle Bierzynski (Alternate Complaint Liaison)

TREASURER

Jinah Bryant (DC Resident)

SECRETARY

Emanuel Reid

TRUSTEES

Ameen Beale (DC Resident)

Bruce Berman

Nia Bodrick (DC Resident)

Tianeka Downing-Arno (DC Resident; Parent Member)

Dan Gordon (DC Resident)

Richard Roe

Jonathan Stoel (DC Resident)

Myesha Tolson (DC Resident; Parent Member)

Arlene Williams (DC Resident)

FINANCES

Latest Audited Financial Statements

Thurgood Marshall Academy Public Charter School'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

Thurgood Marshall Academy Public Charter School'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.


SOAR ABOVE AND BEYOND
CERTIFICATE OF ADMISSION
PROUDLY PRESENTED TO
CONGRATULATIONS TO YOU!
12/10/2025
DATE
COUNSELOR SIGNATURE
UMES Merit Grant Award
Williams, Samiyah
SOAR ABOVE AND BEYOND
CERTIFICATE OF ADMISSION
PROUDLY PRESENTED TO
COUNSELOR SIGNATURE
UNIVERSITY OF MARYLAND EASTERN SHORE