

**Washington Global Public Charter School**  
**Annual Report SY 2017-2018**



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## **I. School Description**

### **A. Mission Statement**

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC. It utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

### **B. School Program**

#### **Overview**

Washington Global Public Charter School was founded in 2014 and opened its doors in August 2015. The school served 196 students in grades 6-8 in the 2017-2018 school year. The school offers a unique international curriculum, which includes the International Middle Years Curriculum (IMYC) and foreign languages. The school also implements a rigorous curriculum aligned with the Common Core State Standards (CCSS) to prepare students for the PARCC examination. To ensure that students are engaged in the community around them, the school offers mandatory service-learning opportunities for students and forged a variety of community partnerships that align with the school's mission.

Since a majority of the school's students enter below grade level in reading and math, Washington Global also provides math and ELA labs, a dedicated Wednesday course for students to receive research-based intervention. This is particularly important considering the school's special education population in 2017-2018 was approximately 29% and its at-risk population was approximately 58%.

#### **Introduction to Curriculum Design**

Washington Global's curriculum was designed with the goal of fulfilling the school's mission and developing competitive global citizens who are ready for high school, college, and careers. Therefore, the curriculum integrates competitive international, national, and state standards. Washington Global developed the curriculum using the International Middle Years Curriculum's (IMYC) guiding international themes, the common core state standards (CCSS) for math and language arts, the DC Public standards for Physical Education (PE) and social studies, and the Next Generation Science Standards. Through these curricular components, the school is meeting its mission.

#### **International Middle Years Curriculum (IMYC)**

The IMYC is an international curriculum used at schools around the world that serves as Washington Global's framework curriculum. It integrates findings from neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units. The IMYC utilizes components of project-based learning, technology skills, international and cultural awareness, and meaningful themes to provide a

rigorous and culturally sensitive academic experience for Washington Global's students.

In 2017-2018, the 6<sup>th</sup> grade themes were adaptability, balance, collaboration, and creativity. The 7<sup>th</sup> grade themes were resilience, communication, courage, and curiosity. The 8<sup>th</sup> grade themes were challenge, identity, development, and responsibility. Each year, IMYC themes are taught in the school's Global Citizenship course and then are woven within other academic areas.

### **English Language Arts**

For English Language Arts (ELA), Washington Global aligns its curriculum framework with the national Common Core Standards (CCSS). The common core ELA standards are rigorous standards that prepare students to be college and career ready in the following six key areas:

- Reading - Literature
- Reading - Informational Text
- Reading - Foundational Skills
- Writing
- Speaking and Listening
- Language

The rigorous ELA standards provide a framework that supports students in building foundational literacy and critical thinking skills and learning how to make important connections between texts. By targeting key reading skills, the standards directly address the deficits that a significant percentage of students possess. Moreover, these standards provide a platform for students to hone their other communications skills, including writing, speaking and listening, and language, which are critically important for successful college and career readiness.

Washington Global utilizes *Engage NY*, a CCSS-aligned curriculum. Each quarter, students explore a distinct guiding question and a variety of texts linked to that question. These texts include novels, myths, poems, speeches and informational texts. Students analyze the different texts and perform tasks in order to learn and gain practice with the common core standards in language, writing, speaking and listening, and reading while also aiming to answer the original guiding questions of the quarter. The units include themes such as issues surrounding slavery, researching the adolescent brain, and analyzing and creating "rules to live by." Students are engaged in interesting, relevant work while also refining their reading and writing skills. In addition to quarterly Achievement Network (ANET) exams, this curriculum is particularly effective in preparing students for the PARCC exam.

In addition to instruction within their grade level English/Language Arts class, students at Washington Global received blended-learning ELA instruction daily in learning lab. I-Ready is a research-based intervention program that identifies students' skill gaps and then provides students with skills-based remediation through personalized lessons.

## Math

Washington Global is committed to guiding students to mastery of the Common Core State Standards (CCSS) for both Mathematical Practice and Content. These standards prescribe levels of expertise that students must demonstrate at each grade level to be prepared for postsecondary education. Topics include: ratios and proportional relationships, the number system, functions, expressions and equations, geometry, and statistics and probability. Washington Global's mathematics curriculum was developed using these standards as well as lessons and pacing support provided by the *Engage NY* Math curriculum. Instructional Coaches and teachers work side by side to develop a detailed knowledge and understanding of the CCSS. Teachers then adapt the *Engage NY* lessons to best meet the needs of their students, working to both build and strengthen individual mathematical proficiency. The CCSS's ultimate goal of ensuring that students graduating from high school are prepared for entry level collegiate courses or the workforce is fully consistent with Washington Global's commitment to produce the best-educated and most-well rounded young men and women.

The *Engage NY* Math program organizes the common core standards for 6<sup>th</sup>-8<sup>th</sup> grade into modules through which students work to build conceptual, application and procedural knowledge and skills in a range of math topics, beginning the year with ratios and proportions and ending the year with statistics and geometry. The *Engage NY* Math program also supports teachers in promoting higher-order thinking and challenges students to apply new skills to complex problems. Between *Engage NY* and the CCSS, students are provided with many opportunities to model their thinking, construct reasonable arguments, justify their answer and persevere in problem solving. All of these skills help the students to be successful on the quarterly ANet assessments as well as on the end of the year PARCC assessment.

In addition to math instruction within their grade level math class, all students at Washington Global received blended-learning math instruction daily in learning lab and received blended learning intervention in Math B, an additional math course offered to select students at Global. In the math lab, students received math intervention through the i-Ready program. I-Ready is a research-based intervention program that identifies students' skill gaps and then provides students with skills-based remediation through personalized lessons.

## Science

Students at Washington Global participate in a wide-ranging science program that incorporates lessons in scientific thinking and inquiry, science and technology, earth science, biology, ecology, and physics. Given Washington Global's strong focus on education for global leadership, particular emphasis is given to the interconnectedness of science, technology, engineering, and math to prepare students to compete in a global economy. Washington Global also devotes significant efforts towards encouraging students to use scientific knowledge to improve their local community.

Washington Global's science program is based on the Next Generation Science Standards. Since 2015, students have worked through disciplinary core ideas in physical, life, and earth science in

order to prepare for the DC Science assessment that is administered at the end of the students' 8<sup>th</sup> grade year. The Next Generation Science Standards are organized by performance expectations, science and engineering practices and core ideas. This means that the students do not just learn facts about science but instead they learn how to "do" science. Some of the things they learned how to "do" were developing and using models, planning and conducting investigations and analyzing and interpreting data. The various standards are divided among grades so there are different standards and skills covered in each grade level with some overlap where necessary.

## **Social Studies**

Washington Global's social studies curriculum is a combination of the DC Social Studies Standards and the IMYC Learning Goals, which are more specific than the themes used across all subjects. The 6<sup>th</sup> grade students followed the DC standards in conjunction with the IMYC learning goals for geography, the 7<sup>th</sup> grade students focused on ancient history and the 8<sup>th</sup> grade students focused on the first half of U.S. History.

The 6<sup>th</sup> grade geography curriculum is an exploration of the world around us. Students are exposed to different cultures, continents and ways of living with the environment. They explore geographic issues such as global warming and fair trade and learned about IMYC themes by analyzing their local community. The 7<sup>th</sup> grade curriculum starts with early humans and guides students through the development of civilization, religion and government to end with the fall of Ancient Rome. The 8<sup>th</sup> grade curriculum consists of a broad study of U.S. history, from European exploration through the turn of the 20<sup>th</sup> century. In each of these courses, there is a focus on thinking about historical or cultural events from different perspectives. Students are tasked with not only understanding the who, what, where, when and why, but also being able to put themselves in someone else's shoes. Teachers utilize resources and deliver lessons that align with Washington Global's curriculum from the acclaimed TCI History curriculum.

Instruction in these courses is project-based and there is a great deal of collaboration among students to grasp and grapple with new concepts. Through discussion, debate and reflective work students are asked to think outside the box and begin to gain a deeper understanding of the world we live in today.

## **Additional Academic Areas**

### **Global Citizenship**

During the course of their three years at Washington Global, all students participate in at least one Global Citizenship class. Students explore IMYC themes related to their grade level to learn more about themselves and the world around them. In 2017-2018, the 6<sup>th</sup> grade themes were adaptability, balance, collaboration, and creativity. The 7<sup>th</sup> grade themes were resilience, communication, courage, and curiosity. The 8<sup>th</sup> grade themes were challenge, identity, development, and responsibility. Each year, IMYC themes followed within the school's Global Citizenship course and then woven within certain other academic areas.

Students reflect on their position in society and their responsibilities in both the school community and the greater D.C. community. As part of that reflection process, students are

tasked to identify and research a need in their local area. Through this process, students learn more about what it means to be a good citizen and how small acts can lead to big changes. For example, a group of students chose to raise money and awareness for Mary's Meals, an organization focused on providing healthy meals for students around the world. The students carefully researched the different places where Mary's Meals does their work and sought to understand how small financial contributions could have a significant impact on the well-being of children just like them. They created presentations to share the challenges young people face around the world and to encourage more giving. Students also participated in hands-on projects related to IMYC themes. Another example includes one project during the 7<sup>th</sup> grade Communication unit that required students to work cooperatively with students who they did not normally work with to build a Bristle Box. This project required teamwork, problem solving, and cooperation, which honed the students' communication skills.

### **Physical Education and Health**

Washington Global's Physical Education program has been structured around the IMYC and the D.C. Health and Physical Education standards. Each quarter students are challenged to learn new skills, analyze their own physical health and well-being and make daily changes to become more healthy individuals. Through physical education students also learn how to work together to achieve a common goal and understand the importance of rules and team leadership. For Health, students have worked through the *Too Good for Drugs* program, a research-based character-building program. This program encourages students to learn how to set goals, manage their emotions, deal with conflict and peer pressure and ultimately how to deal with issues surrounding drugs and alcohol. In 2016-2017, Washington Global also added the SPARK PE Curriculum to its PE program. The curriculum provides research-based activities to engage students and promote a healthy school setting.

### **Information and Communications Technology (ICT)**

The IMYC's ICT program prepares students for 21st Century learning at a critical point in their development. Students must possess the requisite skills and knowledge in the field of technology and media in order to be globally competitive in the future. Washington Global is a technology-focused school. Washington Global integrates technology projects into the core content courses, particularly in Global Citizenship. Within their courses, students completed multiple projects requiring use of technology to show mastery of certain technology skills.

### **Foreign Language Courses**

At Washington Global, all students take Spanish to ensure that students work towards proficiency in a foreign language. In the 2017-2018 school year, Washington Global offered a more rigorous Spanish program to better prepare its students for language proficiency. Differentiated Spanish classes were offered, beginning with based classes (Spanish 1A and 1B) and then a higher level Spanish I course. This structure allows for a more rigorous focus on one subject and allows for deeper study of Spanish-speaking cultures while preparing students for more challenging high school language courses. Within the course, students also learn about the culture of Spanish speaking countries and engage in field trips.

## Intervention Programs

Washington Global provides proven interventions in literacy and mathematics for students who are working substantially below grade level and students with special needs. Students who require one, or more, of the below interventions received specialized instruction in morning learning labs while students who were above grade level completed advanced projects.

***SpellRead.*** To further meet the needs of its struggling readers, including students with special needs and ELL students, Washington Global utilizes the *SpellRead* reading intervention program. *SpellRead* is a research-based literacy program that integrates the auditory and visual aspects of the reading process and promotes specific skill mastery through targeted instruction for students in grades 2-12. *SpellRead's* student-centered approach uses an intensive intervention model that focuses on linguistic foundations, active reading, and writing delivered in a small-group setting; therefore, it is appropriate for students with the most severe reading issues. *SpellRead* reliably improves word-reading skills, fluency, and comprehension across diverse populations, including special education students, ELLs, and students reading more than two years below grade level.

***Number Worlds.*** Number Worlds is a research-based, teacher-led intervention program that supports students with common core-aligned math support. Students received small group support on distinct math skills to better prepare them for the rigors of PARCC testing. This was used as a Tier-2 intervention for students struggling with certain math skills.

***i-Ready.*** I-Ready served as Washington Global's primary intervention program for the 2017-2018 school year. I-Ready was funded through OSSE's SOAR grant and implemented at the start of the 2017-2018 school year to better support the needs of students in both ELA and math instruction. I-Ready is a math and ELA intervention program that combines blended learning and direct instruction to create a personalized learning path for students in the PARCC tested areas of math and ELA. This program is effective in that it offers a baseline diagnostic tool that assesses each students' level. Washington Global teachers used this data to create a personalized i-Ready intervention plan for each student. This plan consisted of both system-generated, computer delivered lessons aligned to the Common Core State Standards (CCSS), and teacher-led lessons to deliver targeted ELA and math instruction to students. The i-Ready program also includes ongoing growth assessments following each lesson so that educators can frequently assess students' performance against PARCC simulated questions. Washington Global administered a diagnostic assessment and a post-assessment to assess student performance and growth.

## Instructional Approach

Washington Global integrates a variety of highly-effective instructional methods into its classrooms to ensure that its students are receiving high-quality instruction that meets their academic needs.

***Project-based Learning:*** Project-based Learning (PBL) is a core tenant of Washington Global's instructional approach. PBL allows students to participate in an extended process of inquiry in response to a complex problem, challenge, or question. Throughout Washington Global's courses, teachers serve as "coaches" or "guides" as students work collaboratively on a variety of

standards-based projects. The IMYC and Washington Global's service-learning program supported the use of PBL in the classrooms because they required students to complete projects throughout the course of the year. Within PBL, students are provided with opportunities for cooperative learning and inquiry-based learning. PBL is an important instructional method because it fosters critical thinking, problem solving, collaboration, communication, and presenting to a public audience to increase authenticity and motivation.

*Data-driven Instruction:* A core tenant of Washington Global's instructional approach is utilizing data to drive instruction. Washington Global administered i-Ready as a baseline assessment to a majority of its students, contracted with Achievement Network (ANET) for quarterly PARCC simulation exams, and administered frequent Curriculum-Based Measures (CBMs) to gather data to drive instruction. This data was particularly important in preparing students to take the PARCC examination.

*Individualized Intervention:* As discussed in Washington Global's curriculum summary, the school employs a variety of research-based academic intervention programs to ensure that students are receiving intensive academic intervention. These programs include *Spellread* for reading, and i-Ready for both ELA and math. Students were pre-tested and placed into learning lab groups according to their individualized needs for daily intervention.

*Blended Learning:* Washington Global incorporates some elements of blended learning into its academic program. Through the use of web-based intervention programs and ICT projects this past school year, Washington Global employed blended learning to develop students' independence and technology abilities. It also benefited students with disabilities and ELLs by providing students with the opportunity to engage in curriculum at their level.

*Service Learning:* The incorporation of service learning in the global citizenship courses at Washington Global supports a key element of Washington Global's mission. Service-learning provides students with an opportunity to engage in a project within the community, solve complex problems, and engage in critical thinking within the real world. Service-learning projects also give back to the community and align to Washington Global's mission of serving as a community school. Therefore, these projects offer a deeper meaning for students because they are connected to the real world.

## **Parent Involvement**

Washington Global believes that parent and family involvement is vital to the growth of its students and vision of the school. Therefore, Washington Global incorporates a community school component into its mission to ensure that parents and families, and other members of the community are heavily involved in the school. Washington Global has a parent/family-led Family Teacher Association named the Washington Global Parent Organization (WGPO). Washington Global encouraged its parent and family community to join and take part in the WGPO during the 2017-2018 school year.

Additionally, Washington Global instituted a variety of events and programs for parents and families during the course of the school year and various times of the day that actively engaged parents and families. For the 2017-2018 school year, these activities and events included:

Activity/ Event	Frequency
Free online GED preparation program for parents	<i>An ongoing self-paced programs where parents checked out laptops in blocks M-F from 9am-5pm at the school and used school purchased GED prep programs.</i>
Parent/ Teacher Conferences	<i>Washington Global offered parent-teacher conferences on November 3<sup>rd</sup>, March 23<sup>rd</sup>, and May 24<sup>th</sup>. To accommodate parents' schedules, Washington Global allowed parents to choose a time that worked for them to conference with teachers.</i>
Parent Breakfast Series	<i>To accommodate parents who work or have other obligations in the evenings, Washington Global created an ongoing Parent Breakfast session during the fall, winter and spring. Administrators were present to share information with parents and answer questions.</i>
Back to School Night	<i>Washington Global held a Back to School Night on September 27, 2017 in the evening.</i>
Family Harvest Celebration Dinner - Part of Global's Healthy Eating Initiative	<i>Washington Global hosted a winter celebration for parents and families in the evening on November 16, 2017. At the celebration, families participated in dance classes, played games, enjoyed healthy snacks and refreshments, and celebrated student accomplishments.</i>
High School Fair	<i>Washington Global held a high school fair on January 11, 2018. Representatives from over one dozen high schools (charter, private and public) shared information about their academic programs with Global students.</i>
PARCC Information Session for Parents	<i>Washington Global's Instructional Coach held a PARCC information session for parents on April 11, 2018 to inform parents of the exam and how best to support their child.</i>
Science Fair	<i>On February 2, 2018 Washington Global hosted a student-led science fair. Parents were invited to participate and view students' projects.</i>
Black History Month Project Gallery	<i>On February 28: 2018 from 5-6:30pm, Washington Global hosted a family night in honor of Black History month, where</i>

	<i>families enjoyed refreshments and viewed student projects.</i>
End of the Year Service-Learning Showcase	<i>Washington Global students hosted a showcase on June 5, 2018 where students presented their yearly service-learning projects for the Washington Global community, including parents and families.</i>
Student Graduation	<i>Washington Global held its first graduation at THEARC on June 13, 2018. Washington Global families, faculty and guests celebrated the school's first graduating class of eighth graders.</i>

In addition to hosting multiple parent events, Washington Global sent home a weekly newsletter to parents via email and hard copy to ensure that parents were aware of the school's happenings. Parents are also invited to sit in on their child's class and meet with administrators and teachers at their convenience.

## II. School Performance

### A. Performance and Progress

During the 2017-2018 school year, Washington Global aligned its program with the school's mission by instituting a variety of academic and extension programs that support the school's mission.

Washington Global's mission is as follows:

*Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC. It utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.*

*The International Middle Years Curriculum.* Washington Global's framework curriculum, the International Middle Years Curriculum (IMYC), fully aligns with and supports the school's mission to "utilize a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning." IMYC is an international curriculum that is used in middle schools around the world. It integrates findings from neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units. The units focus on themes that are particularly important to developing Washington Global's students into culturally aware, globally competitive students who are able to problem-solve, interact with other cultures, and think critically.

The 6<sup>th</sup> grade themes for the 2017-2018 school year consisted of adaptability, balance, collaboration, and creativity. The 7<sup>th</sup> grade themes were resilience, communication, courage, and curiosity. The 8<sup>th</sup> grade themes were challenge, identity, development, and responsibility. These themes were woven throughout the curriculum and were used to help guide quarterly instruction.

Additionally, project-based learning (PBL), which has been found to foster middle school students' academic independence, problem solving and critical thinking skills, is a fundamental component of the IMYC. PBL was integrated into all academic areas to hone students' critical thinking skills. It is also used to differentiate instruction for students who require more support, such as students with special needs, and those who are gifted in a given subject area.

The IMYC further supports Washington Global's mission by focusing on technology acquisition. Washington Global has one laptop cart per classroom, which allowed students to utilize technology to create presentations, for general coursework, and to acquire technology skills like coding for more technology-advanced students.

*Foreign Language Courses.* To support Washington Global's mission of providing "language acquisition," the school offered Spanish courses to all students. This course consisted of conversational Spanish, written Spanish, and honed students' ability to read Spanish. Students also explored cultures of a variety of Spanish speaking countries. As noted in Washington Global's goals section, *Over 78% of the* of the eighth grade students who were enrolled in Global for more than one year passed the level 1 Spanish language examination.

*Service-Learning.* During the 2017-2018 school year, Washington Global shifted its service-learning model from the previous year by focusing on class-specific service-learning projects and also one major all-school service-learning project. To encourage a student-driven, personalized approach to learning, the teacher followed the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council. Additionally, service-learning ties into Washington Global's mission of creating a community school atmosphere by encouraging school and student engagement in the community, and PBL through a major student-driven project.

In introducing the idea of service-learning to the students, the class began with a discussion of philanthropy and what it means to do something to support the "common good." The students discussed why it is important for them to be involved with their communities. The teacher used the idea that "everybody has something to give" as the basis for many of these discussions. Through these conversations, students were empowered to determine areas of need in their own communities.

The students, in class cohorts, then discussed issues that they wanted to address in their own communities or internationally. Specific class-focused projects included:

- Providing resources for Puerto Rican hurricane relief efforts;
- Fundraising for Mary's Meals to provide school lunches in developing countries;
- Anacostia River clean-up efforts;
- Researching refugees and providing needed resources for refugees to the DC area;

- Helping to alleviate food waste at Global by partnering with the World Wildlife Federation.

In addition to class-specific service-learning projects, all Global students participated in a peace walk to promote peace and unity through Ward 8, an area where a majority of the student body resides. The students recognized that this area has been greatly impacted by violence. The peace walk was student organized and led. Students researched issues pertaining to violence in DC, explored ways to promote peace in Ward 8 and throughout the city, and designed t-shirts, banners. Students mobilized community members, including Ward 8 Councilmember Trayon White and representatives from Thurgood Marshall Academy, to join the walk. The students delivered a positive message of togetherness and peace for DC and received positive praise and media attention.

*Community School.* In addition to its service-learning program, Washington Global actively supports its community school mission through robust community partnerships. Washington Global has forged partnerships with the below organizations who provide services to students:

*Serve Your City:* Serve Your City is a 501(c)3 organization providing access to athletics for at-risk youth. Washington Global began its partnership with Serve Your City in July 2015. Students participated in cost-free tennis, swimming and rowing programs throughout the course of the school year.

*100 Black Men of Greater DC:* Washington Global began a partnership with 100 Black Men of Greater DC during the 2017-2018 school year. Through the partnership, Washington Global students participated in financial literacy courses at the school.

*Wells Fargo:* Representatives from Wells Fargo provided Global students with a financial literacy course in which students learned the importance of financial literacy. Members of Wells Fargo also serve as mentors for Global's students.

## Goals

Washington Global has adopted the PMF as its goals and measures of academic and school environment expectations.

In its second year, Washington Global met its two charter-specific goals. Details regarding the school's progress towards meeting its goals are as follows:

Year Two Goal	Met/Not Met	Evidence
65% of students will have achieved at least Level One proficiency in one foreign language by the eighth grade.	Met	To gauge whether its eighth graders had achieved proficiency in Spanish, Washington Global PCS administered Level F "Descubre el español con Santillana", SantillanaUSA examination in May 2018 to all eight graders enrolled in Spanish. Over 78% of the students passed the examination and 39% of

		<i>students scored an 80% or higher on the examination.</i>
<i>95% of students will have engaged in at least two service-learning projects and develop and present an independent project based on their service learning experiences that meets all school-based service learning criteria.</i>	<i>Met</i>	<p><i>99% of students completed two Washington Global service-learning projects, one class-based project and one all-school project. All students engaged in one project focused on one of the following topics: Providing resources for Puerto Rican hurricane relief efforts; Fundraising for Mary's Meals to provide school lunches in developing countries; Anacostia River clean-up efforts; Researching refugees and providing needed resources for refugees to the DC area; and Helping to alleviate food waste at Global by partnering with the World Wildlife Federation.</i></p> <p><i>The entire student body participated in student-organized and student-led peace walk through Ward 8, an area that has experienced violence in the past year. This effort included the Ward 8 community and promoted peace across Ward 8. The event received positive press and feedback from the community, including community leaders</i>  <a href="https://www.nbcwashington.com/news/local/DC-High-School-Holds-Peace-March-After-Recent-Violence-Washington-DC-484905941.html">(<a href="https://www.nbcwashington.com/news/local/DC-High-School-Holds-Peace-March-After-Recent-Violence-Washington-DC-484905941.html">https://www.nbcwashington.com/news/local/DC-High-School-Holds-Peace-March-After-Recent-Violence-Washington-DC-484905941.html</a>).</a></p> <p><i>The projects were student-driven. Students engaged in an inquiry-based exploration of their topic based on the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council, completed the project, and presented the project in a showcase in June 2018.</i></p>

## B. Lessons Learned and Actions Taken

*Academic Program Re-structuring.* For its first three years of operation, Washington Global's core math and ELA program consisted of one core math class and one core ELA class each day for a block of 55 minutes. In this block, students focused on grade level math and ELA according to Washington Global's curriculum (see curriculum section). This past year, Washington Global's students also received math support through a blended learning model in a separate Math B program at least two days a week and during a morning intervention lab.

Although Washington Global's students who scored a 4 or higher on PARCC grew in ELA, a majority of its students were still not meeting expectations by the close of the 2017-2018 school year. Global's ELA PARCC proficiency percentage grew from 9.8% in the 2015-2016 school

year to 19.3% in the 2017-2018 school year, to 22% in the 2017-2018 school year. Additionally, during 2016-2017 PARCC cycle, only 7.7% of its students scored a 4 or higher in math, with growth to 12.1% in the 2017-2018 school year. After analyzing benchmark data in the spring of 2018, which showed that Global students were not making as significant of gains as expected, it was evident to Washington Global's academic and leadership team that many of the students did not possess the foundational skills necessary to achieve proficiency on the PARCC assessment and therefore the academic program needed to be restructured.

*Actions Taken:*

- *Academic Schedule Reconfiguration:* For Washington Global's first three years of operation, the school adhered to a traditional 55-minute period schedule in which students received approximately 275 minutes a week of core math and ELA instruction. Since a majority of the student body has not met expectations on the PARCC assessment and has entered Washington Global below grade level, the team sought to increase the students' seat time in math and ELA. Therefore, the team developed a schedule offering longer blocks of core math and ELA instruction (increased to approximately 320 minutes of instruction). The longer blocks allow for students to receive additional direct instruction, work in small groups to engage in project-based learning and receive remediation to address their academic areas of need.

Additionally, the schedule provides a dedicated class period for students to receive remediation through i-Ready, a research-based blended learning program that identifies student skill deficits and addresses those deficits through personalized lessons. This tool will also provide Washington Global with more student data so that the team can track student through throughout the course of the school year.

- *Additional Special Education Support:* Washington Global's special education has risen steadily since its first year of operation. In the 2015-2016 school year, Washington Global's special education population rose from approximately 18% to approximately 30% in the 2017-2018 school year. Therefore the school leadership sought to increase special education and intervention support by adding additional positions to address the needs of these students. The school added a Director of Intervention position, which will track and assess student data, manage the Response to Intervention (RtI) process, and oversee student intervention programs. Washington Global also added an additional special education teacher and special education paraprofessional position to provide more support to its students with special needs.

### **C. Unique Accomplishments**

*OSSE SEEF Grant:* Washington Global competed and was awarded a \$50,137.97 grant through the OSSE Special Education Enhancement Fund (SEEF). The grant allowed Washington Global to design and implement a Universal Design for Learning (UDL) Technology Space to bring more accessibility to its growing special education population. This was a highly competitive grant.



Student Count	0	0	0	0	0	0	0	0	75
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	53	68	0	0	0	0	0	0	0

\*Note: This field is only filled for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

### Student Data Points

School	<b>Total Number of Instructional Days: 178</b>  Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate: 14.8%</b>
PCSB	<b>Expulsion Rate: 0.0%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: .27%</b>
PCSB	<b>Average Daily Attendance: 93.7%</b>
PCSB	<b>Mid-year Withdrawals: 11.7% (23 Students)</b>
PCSB	<b>Mid-year Entries: 3.1% (6 students)</b>
PCSB	<b>Promotion Rate: 98.8%</b>
PCSB (SY 14-15)	<b>College Acceptance Rates: Not applicable</b>
PCSB (SY 14-15)	<b>Graduation Rates: Not applicable</b>

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 66.67%</b>
School	<b>Number of Teachers: 15</b>  "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary: 25<sup>th</sup> Percentile- \$57,450, Median- \$60,977, 75<sup>th</sup> Percentile- \$65,148</b>

## Appendices

### A. Staff Roster

Employee Name	Title
Kambon, Malene	Dean of Student Culture
Boroughs, Deborah	SPED/Social Studies Teacher
Brooks, Suzanne	Director of Specialized Programs
Jenkins, Fiona	Math Teacher
Brocato, Matias	Spanish Teacher
Whitted, Yolanda	Language Arts Teacher
Diaz, Yezica	Student Recruitment Manager
Gray, Lynell	Business & Operations Manager
Sifford, Stephanie	SPED Teacher
Benjamin, Ryan	Chief Officer of Academic Programs
Brown, QuenChelle	Behavior Technician
Patterson, Russell	Dean of Students
Thistle, Paul	Social Studies Teacher
Jeter, Janelle	Social Studies Teacher
Leahey, Sarah	Instructional Coach
Leftwich, Adarah	Food Service Coordinator
Lombardi, Paul	Instructional Coach
Loran, Fredy	Science Teacher
Makell, Victoria	SPED Teacher
Mebane, Howard	Principal
Francis, Suzette	Special Education Teacher
Wilburn, Tory	Social Worker
Smith, Kennieth	Math Teacher
Harrell, Charity	Language Arts Teacher
Thomas, Meaghan	Science Teacher
Torres, Elizabeth	CEO
Turner, Robert	Physical Education Teacher
Young, Astarsia	Global Citizenship Teacher

*100% of teachers had a Bachelor's Degree*

## B. Board Roster

Board Trustee Name	Affiliation	Date of Appointment	DC Resident?
Teresa R. Curristine, Ph.D. (Chair)	IMF, Senior Economist	06.01.2014*	Y
Richard Morin (Treasurer)	World Bank Economist	11.17.2014**	Y
Alexandra Fielding Wilson (Vice-Chair)	Long and Foster, Realtor	06.01.2014*	N
Juliana Taymans, Ph.D. (Secretary)	The George Washington University, Professor	06.01.2014*	N
Vanessa Harvey Lykes	Special Educator	10/24/2016	N
Elizabeth Shook Torres, Ed.D.	Washington Global, Co-Founder/CEO	06.01.2014*	Y
Candice Cloos Haney	Washington Global Co-Founder (non-employee)	06.01.2014*	Y
Stephanie Henderson	Parent Representative	10.24.2016	Y
Linda Brown	Parent Representative	10.24.2016	Y
	*Denotes Founding Board Member (3-year Term) re-elected for another term June 2017		

## C. Unaudited Year-end Financial Statement

### Income Statement

#### Washington Global Public Charter School

### 2017-18 Unaudited Financials

Income Statement	Actual
Revenue	
State and Local Revenue	4,122,423
Federal Revenue	459,901
Private Grants and Donations	30,775
Earned Fees	56,051
Total Revenue	4,669,150
Expenses	
Salaries	1,874,811
Benefits and Taxes	278,158
Contracted Staff	50,255
Staff-Related Costs	22,288
Rent	341,516
Occupancy Service	306,643
Direct Student Expense	471,935
Office & Business Expense	477,277
Contingency	0
Total Expenses	3,822,884
Operating Income	846,266

Extraordinary Expenses	
Interest	343,370
Depreciation and Amortization	<u>226,485</u>
Total Extraordinary Expenses	<u>569,855</u>
Net Income	276,411

Balance Sheet		6/30/2018
Assets		Current
Assets		
Current Assets		
Cash		1,392,565
Accounts Receivable		239,694
Other Current Assets		<u>33,105</u>
Total Current Assets		1,665,364
Noncurrent Assets		
Facilities, Net		5,247,497
Operating Fixed Assets, Net		<u>41,092</u>
Total Noncurrent Assets		<u>5,288,588</u>
Total Assets		6,953,953

Liabilities and Equity		Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable		180,684
Other Current Liabilities		268,851
Accrued Salaries and Benefits		<u>281,231</u>
Total Current Liabilities		730,766
Long-Term Liabilities		
Senior Debt		5,505,028
Subdebt		468,801
Other Long-Term Liabilities		<u>(290,637)</u>
Total Long-Term Liabilities		5,683,192
Equity		
Unrestricted Net Assets		261,614
Net Income		276,411
Temporarily Restricted Net Assets		<u>1,969</u>
Total Equity		<u>539,994</u>
Total Liabilities and Equity		6,953,953

## 2018-19 Budget

SY18-19	
Revenue	
State and Local Revenue	4,718,938
Federal Revenue	428,108
Private Grants and Donations	<u>33,648</u>
Revenue Total	5,180,694
Expenses	
Salaries	2,331,127
Benefits and Taxes	338,054
Contracted Staff	15,000

Staff-Related Costs	27,716
Rent	372,829
Occupancy Service	387,208
Direct Student Expense	468,072
Office & Business Expense	470,605
Contingency	60,000
<u>Expenses Total</u>	<u>4,470,610</u>
<b>NET ORDINARY INCOME</b>	<b>710,084</b>
Extraordinary Expenses	
Depreciation and Amortization	273,930
Interest	412,709
<u>Extraordinary Expenses Total</u>	<u>686,639</u>
<b>TOTAL EXPENSES</b>	<b><u>5,157,249</u></b>
<b>NET INCOME</b>	<b>23,445</b>