

Washington Global Public Charter School

Annual Report SY 2020-2021



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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 229 students in grades 6-8 in the 2020-2021 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 assessment. To ensure that students are engaged in the community around them, the school offers mandatory service-learning opportunities for students and forges 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 all students to receive research-based intervention. This is particularly important considering the school's special education population in 2020-2021 was 20.1% and its at-risk population was 64.6%.

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 its curriculum to align with its mission. Specifically, the school offers programs aligned to the common core state standards (CCSS) in math and ELA, the DC State Standards in Physical Education (PE) and social studies, and the Next Generation Science Standards in science. To meet its mission to provide an internationally based academic experience, the school also offers the International Middle Years Curriculum's (IMYC) guiding international themes in its Global Citizenship course, service-learning with international themes and robust foreign language programs aligned to the Common European Framework of Language (CEFL). Through these curricular components, the school is meeting its mission.

During the 2020-2021 school year, Washington Global operated virtual and hybrid programming due to the COVID-19 pandemic. Therefore, the school delivered its curricular materials and instruction in both virtual and in-person modes using the school's Learning Management System (LMS) Google Classroom, Zoom, Nearpod, and Swivl technologies. Washington Global's core

curriculum was made accessible in the digital platform by instructors so that student learning was continuous and the school continued to meet its mission.

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) assessments, this curriculum is particularly effective in preparing students for the PARCC assessment.

In addition to instruction within their grade level English/Language Arts class, students at Washington Global received blended-learning ELA instruction at least 45 minutes per week in ELA 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 grades 6-8 into modules through which students work to build conceptual, application, procedural knowledge, and skills in a range of math topics. Students begin the year with ratios and proportions and end 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 receive blended-learning math instruction one day per week in Math Lab. In Math Lab, students receive math intervention through the i-Ready intervention 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. In October 2018, Global reformatted its regular math classes to include a blended learning model, which it continued into the 2020-2021 school year due to the academic growth that the model promoted. The model includes a teacher-led direct instruction station, a student-led collaboration station, and two computer-based intervention stations, which offer IXL and i-Ready where students complete personalized computer-based lessons. Since the school was in virtual and hybrid mode during the 2020-2021 school year, the model was adapted to these formats, and students received remediation in breakout rooms, or in small-group in-person settings. Teachers and co-teachers actively monitor student progress on IXL and i-Ready. The model enables students to learn new skills, collaborate, and receive intervention all in one class period.

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 (NGSS). 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' 8th 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.

Beginning in the 2018-2019 school year, Washington Global began to offer a STEM elective for students in grades 6-8. This program focuses on extending concepts learned in the students' core science classes and integrating in additional project-based learning experiences. The STEM program also touches on some math themes to help foster an understanding of the concepts learned in their core math class.

Social Studies

Washington Global's social studies curriculum is aligned to the DC Social Studies Standards. The 6th grade students follow the DC standards for geography, the 7th grade students focus on ancient history, and the 8th grade students focus on the first half of U.S. History.

The 6th 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. The 7th 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 8th grade curriculum consists of a broad study of U.S. history, from European exploration through the turn of the 20th century. In each of these courses, there is a focus on considering 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. TCI has been fully digitized and was therefore a seamless transition to virtual learning for Global's social studies scholars.

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

Washington Global's Global Citizenship course is aligned to the International Middle Years Curriculum (IMYC). The IMYC is an international curriculum used at schools around the world. The curriculum 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. The curriculum aligns with the school's mission.

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 2020-2021, the 6th grade themes were adaptability, balance, collaboration, and creativity. The 7th grade themes were resilience, communication, courage, and curiosity. The 8th grade themes were challenge, identity, development, and responsibility. IMYC themes followed within the school's Global Citizenship course are often woven into other programmatic aspects.

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 focus on their identity. For example, 8th graders were required to write an essay about who they believe they are and why. After they completed their essay, students created a collage to explain the "who, why, and how" they got to where they are now. Students then reflected on their future aspirations and set goals.

Physical Education and Health

Washington Global's Physical Education program is aligned to 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. In 2016-2017, Washington Global also added the SPARK PE and Health Curriculum to its PE program. The curriculum provides research-based activities to engage students and promote a healthy school setting. Since physical education was conducted as a virtual course during the 2020-2021 school year, the PE and Health curricula were modified to include healthy activities students could complete at home.

Foreign Language Courses

At Washington Global, all students study Spanish to ensure that students work towards proficiency in a foreign language. Differentiated Spanish classes are offered, beginning with basic classes (Spanish 1A and 1B) and then a higher-level Spanish I course. Washington Global uses the Cervantes Institute internationally recognized SantillanaUSA curriculum that aligns with standards from the Common European Framework of Reference for Languages (CEFR). This

structure allows for a 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 prior to the school moving to a fully virtual platform.

In addition, through a partnership with the South Korean Embassy, Washington Global offers a Korean elective course two day a week for 8th grade students. Through this opportunity, 8th grade students learn Korean language, culture, and history. For example, each year, the students celebrate Korean Thanksgiving and are exposed to other Korean traditions. This affords a group of interested students the opportunity to study two foreign languages to expand their foreign language skills and cultural awareness.

Service-Learning

During the 2019-2020 school year, Washington Global developed a service-learning class for all students with the intention of supporting student development around the course's goal. This course was continued virtually during the 2020-2021 school year. To ensure that service-learning projects at Washington Global are academically-driven, the school bases its program on the *National Youth Leadership Council K-12 Service-Learning Standards for Quality Practice*. Over the course of the school year, students develop an action plan in collaboration with their peers and academic advisor, in line with the National Youth Leadership Council standards such as meaningful service, reflection, youth voice, partnerships, and diversity. As a student driven course, the students chose projects meaningful to the greater community. Projects during the last school year include projects that provided resources related to the community's mental health during the COVID-19 pandemic, supported local food kitchens that provide meals to individuals who are homeless, engaged in round table discussion about water pollution in the District and how it impacts the community, and reflected on police reforms made in the District and how this impacts young adults.

Service-Learning provides students with an opportunity to engage in a project within their community, solve complex problems, and engage in critical thinking around authentic, real-world topics. Service-learning projects also give back to the community and align to Washington Global's mission of serving as a community school. Therefore, due to their connection to the real world, these projects offer a deeper meaning for students. The program also hones academic skills related to speaking and listening, writing, and comprehending informational texts.

Intervention Programs

Washington Global provides i-Ready, a proven intervention in literacy and mathematics, to all students. All of the school's intervention programs were computer-based, or in digital format for the 2020-2021 school year since the school was in virtual/ hybrid mode due to the COVID-19 pandemic. Students who are working substantially below grade level and students with special needs receive additional intervention. Additional interventions may include:

i-Ready. I-Ready served as Washington Global’s primary intervention program for the 2020-2021 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 student’s level. Washington Global teachers use this data to create personalized i-Ready intervention plans for each student. These plans consist 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. This program is computer-based, so it was available to students when the school entered virtual learning mode.

IXL. Beginning in October 2018, Washington Global added IXL Math to its interventions. IXL is a computer-based, standards-based, math intervention program. The program offers students skills-based math help, providing students with personalized learning. In order to ascertain each student’s skill level, the program offers students a diagnostic assessment. The program then provides students with personalized lessons based on their grade level, and explanations for problems that the students did not correctly answer. Research shows that IXL is effective in increasing students’ math performance. Studies in low-income schools in Virginia and Texas reveal that students who used IXL regularly performed approximately 5% better on statewide-standardized assessments. This program is computer-based, so it was available to students when the school entered virtual learning mode.

Lexia. Lexia PowerUp Literacy is a computer-based, research-based reading intervention program that specifically targeted enriching literacy skills for students that were reading significantly below grade level. This program targets students at the middle school level and offers engaging and relevant instruction with continuous progress monitoring. The implementation of a reading intervention such as Lexia PowerUp was critical in ameliorating the reading skill deficits of these students as evidenced by the students’ growth in reading benchmark assessments and 20% reduction of students who are two or more grade levels below in reading. This program was used in the school’s reading intervention classes during the 2020-2021 school year. This program is computer-based, so it was available to students when the school entered virtual learning mode.

Fountas & Pinnell. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small group literacy intervention that is individualized for students that are reading below grade level. The reading program is delivered through direct instruction and includes independent writing opportunities. The LLI reading intervention promotes the literacy learning of students by expanding their comprehension with daily close reading of books that build knowledge and maximize growth. Student progress is monitored through observation and quantitative assessment with the goal of developing readers’ accuracy, understanding, and fluency of the text. Additionally, the program has been digitized, so it was available to students during virtual learning.

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 an audience through Zoom.

Data-driven Instruction: A core tenant of Washington Global’s instructional approach is utilizing data to drive instruction. To acquire student performance baselines in ELA and math, Washington Global administered an i-Ready diagnostic in September 2020, January 2021, and May 2021 to its students. Additionally, the school contracted with Achievement Network (ANET) for quarterly PARCC simulation assessments and administered frequent Curriculum-Based Measures (CBMs) to gather data to drive instruction. To further assess the skill-based needs of students with special needs, all students with disabilities took the NWEA-MAP assessment. This data was used to prepare students for the PARCC assessment, which was cancelled due to the COVID-19 pandemic.

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 *Lexia and Fountas & Pinnell* for reading, IXL for math, and i-Ready for both ELA and math. Students were pre-tested and placed into specialized reading intervention programs according to their individualized needs for intervention.

Additionally, as discussed above, Washington Global provides supplementary computer-based intervention programs to students working below grade level. Blended learning has benefitted all students, but has most notably benefitted students with disabilities and ELs by providing students with the opportunity to engage in curriculum at their level. Washington Global’s shift to more blended learning also assisted the school in administering a successful fully virtual program during the COVID-19 pandemic.

Service-Learning: The incorporation of service-learning into Washington Global’s curriculum supports a key element of the school’s mission. Service-Learning is an action-focused, collaborative class, which supports emotional, social, and cognitive development. All scholars at Washington Global have the opportunity to develop an action plan and collaborate with their peers in making an impact in their community.

During the 2019-2020 school year, Washington Global developed a service-learning class for all students with the intention of supporting student development around the course's goal. This course continued for the 2020-2021 school year. To ensure that service-learning projects at Washington Global are academically-driven, the school bases its program on the *National Youth Leadership Council K-12 Service-Learning Standards for Quality Practice* and the Mikva program. Students chose meaningful projects, including those related to their own community and projects that have a global impact. For example, students focused on researching pollution in the Potomac River and in-person students passed out literature outdoors to the general public on the issue and hosted a presentation. Another group of students researched food disparities in the District of Columbia and abroad.

Service-Learning provides students with an opportunity to engage in a project within their community, solve complex problems, and engage in critical thinking around authentic, real-world topics. Service-Learning projects also give back to the community and align to Washington Global’s mission of serving as a community school. Therefore, due to their connection to the real world, these projects offer a deeper meaning for students. The program also hones academic skills related to speaking and listening, writing, and comprehending informational texts.

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 2020-2021 school year.

Additionally, Washington Global instituted a variety of virtual 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 2020-2021 school year, these activities and events included:

| Activity / Event | Frequency |
|-------------------------|--|
| Back to School Night | <i>Washington Global held a Back to School Night on September 30th for all 6th, 7th, and 8th grade parents and students.</i> |

| | |
|---|---|
| <p>Parent/ Teacher Conferences</p> | <p><i>Washington Global offered parent-teacher conferences on October 8th, January 17th, and March 5. To accommodate parents' schedules, Washington Global allowed parents to choose a time that worked for them to conference with teachers.</i></p> |
| <p>Parent Meal Series</p> | <p><i>Each week, Washington Global offered all parents the opportunity to come in and pick up a breakfast and lunch bag full of healthy items</i></p> |
| <p>Parent Information Session on Virtual Learning</p> | <p><i>Washington Global hosted an information session on October 6th with Dr. Harris and Global parents on strategies and resources for distance learning.</i></p> |
| <p>8th Grade Parent Meeting</p> | <p><i>Washington Global hosted an information session for all of our 8th grade parents to provide details on the application and enrollment process for high schools located in Washington D.C.</i></p> |
| <p>Night of Excellence</p> | <p><i>Washington Global hosted a Night of Excellence event on December 2nd and April 28th. This event celebrated student academic achievements as well as parent accomplishments.</i></p> |

| | |
|-------------------------------------|---|
| Community Health Event | <i>Washington Global hosted a Community Health Event with the Elaine Ellis Center of Health, a local community health organization, on April 7th. This event was with their Chief Medical Officer, Dr. Dunmore, to talk about COVID-19 and the approved vaccines.</i> |
| High School Fair | <i>Washington Global held a virtual high school fair on December 9th, 2020. Representatives from over ten high schools (charter, private and public) shared information about their academic programs with Global students.</i> |
| Black History Month Project Gallery | <i>On February 2nd, 2021, Washington Global presented a Black History Month celebration video via Nearpod for all students and families.</i> |
| Student Graduation (Virtual) | <i>Washington Global held its virtual graduation on June 23, 2021. Washington Global families, faculty, and guests celebrated the school's fourth 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. The school had additional events for families planned, which were cancelled due to the COVID-19 pandemic.

II. SCHOOL PERFORMANCE

A. Performance and Progress

During the 2020-2021 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. This curriculum is Washington Global’s framework curriculum for its Global Citizenship course. 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 6th grade themes for the 2020-2021 school year consisted of adaptability, balance, collaboration, and creativity. The 7th grade themes were resilience, communication, courage, and curiosity. The 8th 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 allows 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 offers Spanish courses to all students. This course consists of conversational Spanish, written Spanish, and hones students’ ability to read Spanish. Students also explore cultures of a variety of Spanish speaking countries.

Service-Learning. During the 2018-2019 school year, Washington Global shifted its service-learning model from the previous year by creating a standalone service-learning course for all students. The school continued this model through the 2020-2021 school year. 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 discuss why it is important for them to be involved with their communities. The teacher uses the idea that “everybody has something to give” as the basis for many of these discussions.

Through these conversations, students are empowered to determine areas of need in their own communities. This year was unique because many of the projects had to be completed remotely due to the COVID-19 pandemic.

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

- Exploring how pet waste has contributed to the pollution of the Potomac River, and passing out information and pet waste bags in the community;
- Increasing mental health awareness for teens and gathering and posting resources for teens to access during the COVID-19 pandemic;
- Supported local food kitchens that provide meals to individuals who are experiencing homelessness.

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. Prior to the COVID-19 pandemic, 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 2018-2019 school year. Through the partnership, Washington Global students have 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.

Innocents at Risk: Innocents at Risk is a 501(c)3 non-profit organization that combats child trafficking. The school began a partnership with this organization during the 2016-2017 school year.

Goals

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

The mission-specific goals were not scored during the 2019-2020 school year due to the school closures resulting from the COVID-19 pandemic. Details regarding the school’s progress towards meeting its goals are as follows:

| Year Two Goal | Met/Not Met | Evidence |
|---|-------------------|--|
| <p><i>90% of students will have achieved at least level 1 proficiency in one foreign language by the eighth grade.</i></p> | <p><i>Met</i></p> | <p><i>To gauge whether its eighth graders had achieved proficiency in Spanish, Washington Global PCS has historically administered Level F “Descubre el español con Santillana,” SantillanaUSA examination in May to all eighth graders, who, per the school’s updated business rules approved by PCSB in June 2019, were eligible to take the assessment. During the 2020-2021 school year, Washington Global modified the formerly paper-based assessment so that all eligible virtual and hybrid learners could take the assessment. 93.5% showed level 1 proficiency, therefore meeting the goal.</i></p> |
| <p><i>98% of students will have engaged in at least one service-learning project, and develop and present an independent project based on their service-learning experiences that meets all school based service-learning criteria.</i></p> | <p><i>Met</i></p> | <p><i>All Washington Global students were enrolled in the school’s service-learning class and participated in completing a service-learning project during the 2020-2021 school year. Sample projects included: but were not limited to combating pollution in the Potomac River, raising mental health awareness during the COVID-19 pandemic, combating gun violence, and gathering resources for individuals experiencing homelessness.</i></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.</i></p> |

B. Lessons Learned and Actions Taken

Virtual Learning Program. Following the 2019-2020 school year, the Washington Global leadership team met to review and reflect on its virtual learning program that had been launched in March 2020 when all schools in DC were closed due to the COVID-19 pandemic. During the 2020-2021 school year, teachers had provided students with virtual instruction both synchronously and asynchronously. While a majority of students were actively engaging in the virtual program, student attendance and assignment completion did not match the school's pre-COVID-19 rates. For the 2020-2021 school year, the school's leadership team sought to increase student engagement and achievement by revamping its virtual program to include entirely synchronous instruction and active engagement of virtual students during the school's hybrid phase. The team also planned to remove any student technology barriers to accessing synchronous learning.

Actions Taken:

- *Synchronous Schedule Development:* The Washington Global leadership team developed a comprehensive synchronous learning schedule for the 2020-2021 school year that provided students synchronous instruction from 8:00am-2:00pm daily with after school tutoring opportunities. The schedule included students' core classes, intervention programming, and elective courses such as foreign languages and health. The team also kept Google Classroom as the Learning Management System (LMS), but expanded the school's available digital resources. New digital resources for the 2020-2021 school year included Nearpod, Achieve 3000, and Actively Learn. These resources allowed the teachers' virtual programming to be more engaging and student-friendly. These efforts resulted in a significant increase in virtual student engagement.
- *2:1 Chromebook Program:* Washington Global rolled out a 2:1 student Chromebook program during the 2020-2021 school year to ensure that all students had the necessary equipment to access synchronous learning. The school also provided comprehensive parent and student technology support to increase students' ability to access synchronous learning at home.
- *Swivl Hybrid Instruction:* Washington Global developed and implemented a comprehensive hybrid program beginning in the fall of 2020 to provide students with an option to learn in-person. Washington Global invested in Swivl technology to ensure that students at home receive the same, real-time instruction as the school's in-person students. Swivl is a mounted technology device that tracks the teacher as they teach live and allows students to access the teacher's instruction while participating with the class in real-time through Zoom. Students who attended Washington Global's distance learning program were able to participate in the same classes, in real-time, as their peers who are attending in person. This will ensure that all distance-learning students receive at least six hours of instruction daily. This plan ensured that all students had equitable access to learning and were actively engaged.

C. Unique Accomplishments

South Korean Embassy Partnership: During the 2017-2018 school year, Washington Global forged a partnership with the South Korean Embassy. Through the partnership, the Embassy funded and offered an after school Korean class for Global students. During the 2020-2021 school year, Washington Global was able to receive additional support from the South Korean Embassy to expand its Korean program to a two day a week virtual class. This expansion allowed students to receive more Korean language instruction and a greater focus on Korean language, culture, and history.

Wolfpack Wednesdays Hybrid Program. Washington Global provided in-person programming to students during the 2020-2021 school year beginning in September 2021. The leadership team identified students who were not performing well virtually, as well as students with disabilities and English Learners who would benefit from in-person programming, and designed specialized on-site programs for these students. The team designed outdoor tutoring opportunities beginning in September 2021, followed by Wednesday in-person hybrid classes delivered by the Global teaching staff. Beginning in March 2021, Global provided an in-person seat on a hybrid schedule to all students who wanted to attend in-person classes. Global provided robust in-person learning while a majority of schools in DC were providing only virtual programming or very limited hybrid programming.

FY19 List of Donors over \$500 7/1/2020-6/30/2021

| Name | Memo/ Description |
|----------------------------------|--------------------------|
| Korean Education Center | Donations |
| Elizabeth and Luis Torres | Donations |

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Data Report

FY 2020-2021 Annual Report Campus Data Report

| Source | Data Point |
|--------|------------------------------------|
| PCSB | LEA Name: Washington Global PCS |
| PCSB | Campus Name: Washington Global PCS |
| PCSB | Grades Served: 6-8 |
| PCSB | Overall Audited Enrollment: 229 |

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 | 70 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Alternative | Adult | SPED* |
| Student Count | 74 | 85 | 0 | 0 | 0 | 0 | 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.

SY19-20 Student Data Points

| | |
|-----------------|---|
| School | Total Number of Instructional Days: 183 (+ 21 summer session) 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 | Suspension Rate: 0.0% |
| PCSB | Expulsion Rate: 0.0% |
| PCSB | Instructional Time Lost to Out-of-School Suspension Rate: 0.00% |
| PCSB | Average Daily Attendance: 91.58% |
| PCSB | Mid-year Withdrawals: 2.62% (17 students) |
| PCSB | Mid-year Entries: 0.87% (2 students) |
| PCSB | Promotion Rate: 100% (SY 19-20 to SY 20-21) |
| PCSB (SY 19-20) | College Acceptance Rates: Not applicable |
| PCSB (SY 19-20) | Graduation Rates: Not applicable |

Faculty and Staff Data Points

| | |
|---------------|---|
| School | Teacher Attrition Rate: 5% |
| School | <p>Number of Teachers: 20</p> <p>“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.</p> |
| School | <p>Teacher Salary:</p> <p>25%: \$54,590.00</p> <p>50%: \$63,657.91</p> <p>75%: \$70,170.11</p> <p>Executive Salary: 1) \$168,300.00</p> <p>2) \$120,114.18</p> |

Appendices

A. Staff Roster

| Employee Name | Title |
|--------------------|---|
| EhLehna Allen | Special Education Teacher |
| Briana Ani | Science Teacher |
| Tia Beaubrun | Dedicated Aide/Operations Assistant |
| Deloreis Berry | Math Teacher |
| D'Vore Brittingham | Special Education Teacher |
| Suzanne Brooks | Director of Specialized Programs |
| Douglas Crawford | Social Studies Teacher |
| Shaquita Curtis | Paraprofessional |
| Candice Davis | Special Education Teacher |
| Modestine Davis | Lead Instructional Coach |
| Diana Gabriel | Director of Operations |
| Arianna Gorham | ELA Teacher |
| Lynell Gray | Business and Facilities Manager |
| Tolisha Hopkins | Director of Distance Learning/Instructional Coach |

| | |
|--------------------|--|
| Taneeka Jackson | Social Worker |
| Malene Kambon | Dean of Students |
| Fredy Loran | School Culture Coordinator |
| Omolara Magassouba | Director of Intervention |
| Victoria Makell | Special Education Teacher |
| Howard Mebane | Principal |
| Angela Moten | Assistant Teacher |
| Shannon Palka | ELA Teacher |
| Lucas Pereira | Spanish Teacher |
| Christian Polizzi | Academic Coordinator and Curriculum Lead |
| Andre Priester | Paraprofessional |
| Elizabeth Torres | CEO & Co-founder |
| Andrew Smith | Math Teacher |
| Kennieth Smith | Math Teacher |
| Crystal Swann | Reading Teacher |
| Paul Thistle | Social Studies Teacher |

| | |
|-----------------|---------------------------------------|
| Meaghan Thomas | Science Teacher |
| Dale Vidaurre | Health and Physical Education Teacher |
| Andrea Whittner | ELA Teacher |
| Astarsia Young | Global Citizenship Teacher |
| Shahin Rafikian | Special Projects Assistant |

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 |
| Alexandra Fielding Wilson (Vice-Chair) | Long and Foster, Realtor | 06.01.2014* | N |
| Linda Brown (Secretary) | Parent Representative, Housing Counselor Urban League | 06.01.2014* | N |
| Candice Cloos Haney (Treasurer) | Washington Global Co-Founder (non-employee) | 06.01.2014* | N |
| Vanessa Harvey Lykes (Trustee) | Special Educator | 10.24.2016 | N |
| Elizabeth Shook Torres, Ed.D. (Trustee) | Washington Global, Co-Founder/CEO | 06.01.2014* | Y |
| Daniel Brewer (Trustee) | Realtor, Compass | 5.06.2019 | Y |
| Carlos Ardilla (Trustee) | Attorney, Latham & Watkins | 5.06.2019 | Y |

| | | | |
|-------------------------------------|------------------------------|------------------|----------|
| Shangla Joseph (Trustee) | Parent Representative | 9.24.2019 | 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 2020-2021 Unaudited Financials**

| <u>Income Statement</u> | <u>Actual</u> |
|------------------------------------|---------------|
| Revenue | |
| State and Local Revenue..... | 4,972,379 |
| Federal Revenue..... | 1,074,253 |
| Private Grants and Donations | 7,101 |
| Earned Fees..... | 110 |
| Total Revenue | 6,053,842 |
| Expenses | |
| Salaries | 2,587,808 |
| Benefits and Taxes..... | 367,035 |
| Contracted Staff | 0 |
| Staff-Related Costs | 11,176 |
| Rent..... | 413,442 |
| Occupancy Service..... | 360,548 |
| Direct Student Expense..... | 314,220 |
| Office & Business Expense..... | 438,643 |
| Contingency | 0 |
| Total Expenses | 4,492,872 |
| Operating Income | 1,560,970 |
| Extraordinary Expenses | |

| | |
|------------------------------------|----------------|
| Interest..... | 410,595 |
| Depreciation and Amortization..... | 370,942 |
| Total Extraordinary Expenses..... | <u>781,537</u> |
| Net Income..... | <u>779,433</u> |

Balance Sheet

6/30/2021

Assets

Current Assets

| | |
|----------------------------|----------------|
| Cash | 1,331,101 |
| Accounts Receivable..... | 718,476 |
| Other Current Assets..... | <u>179,120</u> |
| Total Current Assets | 2,228,697 |

Noncurrent Assets

| | |
|----------------------------------|------------------|
| Facilities, Net..... | 5,786,337 |
| Operating Fixed Assets, Net..... | <u>173,644</u> |
| Total Noncurrent Assets | <u>5,959,982</u> |

| | |
|-------------------|-----------|
| Total Assets..... | 8,188,679 |
|-------------------|-----------|

Liabilities and Equity

Current Liabilities

| | |
|-------------------------------------|----------------|
| Accounts Payable..... | 113,882 |
| Other Current Liabilities | 190,208 |
| Accrued Salaries and Benefits | <u>308,668</u> |
| Total Current Liabilities..... | 612,758 |

Long-Term Liabilities

| | |
|----------------------------------|-----------|
| Senior Debt | 5,498,970 |
| Other Long-Term Liabilities..... | (102,070) |

| | |
|---|-----------|
| Subdebt | 433,104 |
| Total Long-Term Liabilities | 5,830,004 |
| Equity | |
| Unrestricted Net Assets | 966,484 |
| Net Income..... | 779,433 |
| Temporarily Restricted Net Assets | 0 |
| Total Equity | 1,745,916 |
| Total Liabilities and Equity..... | 8,188,679 |

2021-22 Budget

| | <u>SY21-22</u> |
|------------------------------------|-----------------------|
| Revenue | |
| State and Local Revenue..... | 5,112,839 |
| Federal Revenue..... | 1,285,504 |
| Private Grants and Donations | 38,000 |
| Earned Fees..... | 7,500 |
| Revenue Total | 6,443,843 |
| Expenses | |
| Salaries | 2,948,109 |
| Benefits and Taxes..... | 480,020 |
| Contracted Staff | 60,000 |
| Staff-Related Costs | 43,170 |
| Rent..... | 417,693 |
| Occupancy Service..... | 393,810 |
| Direct Student Expense..... | 496,847 |
| Office & Business Expense..... | 536,252 |
| Contingency | 64,438 |

| | |
|-------------------------------------|-------------------------|
| Expenses Total | <u>5,440,338</u> |
| NET ORDINARY INCOME | 1,003,504 |
| Extraordinary Expenses | |
| Depreciation and Amortization | 388,148 |
| Interest | 370,615 |
| Extraordinary Expenses Total | <u>758,763</u> |
| TOTAL EXPENSES | <u>6,199,102</u> |
| NET INCOME | 244,741 |