

Washington Global Public Charter School

Annual Report SY 2021-2022



Board Chair: Teresa Curristine, Ph.D.

525 School Street, SW, Washington, DC 20024

Phone: (202) 796-2415

Table of Contents

I.	School Description	3
A.	Mission Statement	3
B.	School Program	3
II.	School Performance	13
A.	Performance and Progress	13
B.	Lessons Learned and Actions Taken	16
C.	Unique Accomplishments	17
	Data Report	20
	Appendices	22
A.	Staff Roster	22
B.	Board Roster	24
C.	Unaudited Year-end Financial Statement	25

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 209 students in grades 6-8 in the 2021-2022 school year. The school offers a unique international curriculum, which includes the International Middle Years Curriculum (IMYC) and foreign language instruction in Spanish and Korean. 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 intervention courses for all students to receive research-based intervention. This is particularly important considering the school's special education population in 2021-2022 was 20.1% and its at-risk population was 70.3%.

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 2021-2022 school year, Washington Global operated fully in-person programming to a majority of its students. However, due to the COVID-19 pandemic, a small percentage of students with medical exemption forms participated in virtual programming. 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 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 pertinent social and political issues, 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 at least one day per week. During this time, 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 2021-2022 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. Due to social distancing requirements and some students participating virtually during the 2021-2022 school year, the school modified the blended learning model to reduce student transitions.

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 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 incorporates 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 including the Civil Rights Movement. 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 who participated virtually during the 2021-2022 school year.

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 2021-2022, 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. During the 2021-2022 school year, certain activities were modified to maintain student social distancing guidelines and many PE courses took place outside.

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 during the 2021-2022 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 2021-2022 school year focused on environmental sustainability, food drives to combat hunger in DC, documenting how gun violence impacts local communities, improving mental health support for youth by developing resources, and working to reduce homelessness.

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 2021-2022 school year since the school still offered eligible students virtual programming 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 2021-2022 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 2021-2022 school year. This program is computer-based, so it promoted continuous student learning.

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 participating in-person and virtually.

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 2021, January 2022, and May 2022 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*, *Wilson*, 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 2021-2022 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. In the 2021-2022 school year students focused on environmental sustainability, food drives to combat hunger in DC, documenting how gun violence impacts local communities, improving mental health support for youth by developing resources, and working to reduce homelessness.

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 2021-2022 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 2021-2022 school year, these activities and events included:

Activity / Event	Frequency
Welcome Event	<i>Washington Global held a Parent Welcome Event on July 28th to discuss updates on health and safety guidance and how it may impact the upcoming school year.</i>

Back to School Night	<i>Washington Global held a Back to School Night on September 29th for all 6th, 7th, and 8th grade parents and students.</i>
Parent/ Teacher Conferences	<i>Washington Global offered parent-teacher conferences on October 8th, January 17th, and March 11th. To accommodate parents' schedules, Washington Global allowed parents to choose a time that worked for them to conference with teachers.</i>
Parent Town Hall	<i>Washington Global hosted an information sessions multiple times in August and September 2021 and again on February 9th to provide a forum for community feedback.</i>
8th Grade Parent Meeting	<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. Parents and Global leaders also met to discuss upcoming plans for 8th grade End-of-the-Year activities.</i>
Night of Excellence	<i>Washington Global hosted a Night of Excellence event on December 8th, February 16th and April 28th. This event celebrated student academic achievements as well as parent accomplishments.</i>

High School Fair	<i>Washington Global held virtual high school presentations for our 8th graders from November 2021-January 2022. Representatives from over ten high schools (charter, private and public) shared information about their academic programs with Global students.</i>
Student Graduation (Virtual)	<i>Washington Global held its virtual graduation in June 2022. Washington Global families, faculty, and guests celebrated the school's fourth graduating class of eighth graders. During the month of June, parents and their students came to Global to participate in in-person picture and festivities.</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 2021-2022 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 2021-2022 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 2021-2022 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.

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:

- Supporting local food kitchens that provide meals to individuals who are experiencing homelessness;

- Creating fliers with positive affirmation to support teen self-esteem and passing them out on the National Mall;
- Developing a recycling program at the school;
- Creating a documentary about how gun violence impacts the community;
- Developing a website to provide resources around mental health for teens;
- Facilitating interaction between police officers and the local community to help reduce police brutality.

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:

Latin American Youth Center (LAYC): Washington Global partnered with LAYC during the 2021-2022 school year to enhance the school's social work services. LAYC provided Washington Global with a social worker who provided mental health services to its students and families.

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.

Elaine Ellis Center of Health: Washington Global partnered with Elaine Ellis, a nonprofit health organization located in Ward 7, beginning in the 2019-2020 school year. The organization assisted the school's community by providing information to families, students and staff about COVID-19 prevention. Additionally, the organization offered COVID-19 screening testing for its staff and students.

Boys and Girls Club of Greater Washington, DC: Washington Global reinstated a partnership with the Boys and Girls Club of Greater Washington, DC in the spring of 2021. Several of its students participated in the Club's summer camp. The school and the Club are collaborating to develop robust afterschool programming for Global's students beginning in fall 2022.

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 to help keep its students safe.

Goals

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

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 2021-2022 school year, Washington Global modified the formerly paper-based assessment so that all eligible virtual learners could take the assessment. 95.2% 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 2021-2022 school year. During the course of the school year, 98.2% of students completed at least one service-learning project. Sample projects included, but were not limited to: Raising awareness about gun violence in the city and promoting peace and working to reduce 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

Intervention Programming. The 2021-2022 school year was Washington Global's first school year since the pandemic of fulltime, in-person academic programming. During the 2020-2021 school year, Washington Global offered hybrid in-person learning to all students. Washington Global's baseline academic data collected in the fall of 2021 revealed that a majority of its students were significantly below grade level in math and ELA. Specifically, over 70% of Washington Global's students were found to be two or more grade levels below in reading. Many of the students were transitioning back from being fully virtual in the 2020-2021 school year even though hybrid programming was available. The school's leadership team collaborated to make a detailed plan to address the significant learning loss that students had endured during the pandemic because the team realized that intensive, targeted measures beyond what the school provided prior to the COVID-19 pandemic would be needed to address the needs of Global's students.

Actions Taken:

- *Hire Additional Intervention Staffing:* Washington Global hired additional interventionists in math and ELA to provide intensive academic intervention support to students. Interventionists used a variety of research-based programs to provide whole-group and small-group instruction to students to address the students' greatest areas of need. These opportunities provided students with ample opportunities to receive much-needed individualized academic support.
- *Incorporate Intervention Classes:* Washington Global adjusted its master schedule to add additional ELA and math intervention classes for the 2021-2022 school year. This schedule adjustment allowed its math and ELA teachers to provide some group of students a double block of math and ELA. This provided additional opportunities for the school's math and ELA team to provide targeted instruction to accelerate learning and individualize instruction.
- *Wraparound Mental Health Support:* The school increased its mental health staff to ensure that students received wraparound mental health support. Social workers met with students individually, in groups, and pushed into classes to ensure that students received individualized mental health support.

C. Unique Accomplishments

EmpowerK12 Bold Performance School: Washington Global was awarded EmpowerK12's Bold Performance award. Washington Global received this award by demonstrating PARCC proficiency rates above pre-pandemic expectations given the student populations the school serves. Bold Performance awardee schools serve a high at-risk student population and have combined math and English language arts proficiency rates dramatically higher than schools with similar demographics. Washington Global was the #1 standalone middle school and #2 charter school on the Bold Performance awardee list. Washington Global encountered the challenges caused by the pandemic, but through its strong intervention programs and commitment, were able to ensure its students made significant gains.

FY21 List of Donors over \$500 7/1/2021-6/30/2022

Name	Memo/ Description
Korean Education Center	Donations
Elizabeth and Luis Torres	Donations
Teresa Curristine	Donations
Kirkland & Ellis LLP	Donations
Patrick Haney	Donations
Global Public Charter Foundation	Donations

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Data Report

FY 2021-2022 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: 209

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	62
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	77	70	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.

SY21-22 Student Data Points

School	Total Number of Instructional Days: 178 (+ 2 waived days from OSSE) 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: 1.0% (2 out-of-school suspensions)
PCSB	Expulsion Rate: 0.0% (0 expulsions)
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.04% (13 days total)
PCSB	In-Seat Attendance: 89.4%
PCSB	Mid-year Withdrawals: 9.57% (20 students)
PCSB	Mid-year Entries: 0.48% (1 student)
PCSB	Promotion Rate: 95.8% (SY20-21 to SY21-22)
PCSB (SY21-22)	College Acceptance Rates: Not applicable
PCSB (SY21-22)	Graduation Rates: Not applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 18%
School	Number of Teachers: 22 “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	Teacher Salary: 25%: \$56,375.02 50%: \$66,500.20 75%: \$79,192.80 Executive Salary: 1) \$171,666.00 2) \$122,516.00

Appendices

A. Staff Roster- 2021-2022

100% of teachers had a Bachelor's Degree

Employee Name	Title
EhLehna Allen	Special Education Teacher
Briana Ani	Science Teacher
Tia Beaubrun	Dedicated Aide/Operations Assistant
Tamara Beaubrun	Academics and Operations Assistant
Hannah Berman	ELA Urban Teacher Resident
Nylea Bivins	ELA Interventionist/Teacher
D'Vore Brittingham	Special Education Teacher
Suzanne Brooks	Director of Specialized Programs
Ciera Clark	SPED Teacher Fellow
Douglas Crawford	Social Studies Teacher
Shaquita Curtis	Paraprofessional
Candice Davis	Special Education Teacher
Modestine Davis	Lead Instructional Coach
Katrina Dillard	Paraeducator

Diana Gabriel	Director of Operations
Arianna Gorham	ELA Teacher
Lynell Gray	Business and Facilities Managers
Joseph Hammett	Special Projects Assistant
Tolisha Hopkins	Director of Distance Learning/Instructional Coach
Taneeka Jackson	Social Worker
Michael Jean	Health and Physical Education Teacher
Hyo Jeon	Korean Teacher
Malene Kambon	Dean of Students
Fredy Loran	School Culture Coordinator
Omolara Magassouba	Director of Intervention
Victoria Makell	Special Education Teacher
Evelyn McMillan	Operations Assistant
Howard Mebane	Principal
Angela Moten	Assistant Teacher
Katherine Nance	Special Education Teacher

Alexis Ortega	Math Teacher
Shannon Palka	ELA Teacher
Hunter Pearce	Math Urban Teacher Resident
Lucas Pereira	Spanish Teacher
Christian Polizzi	Academic Coordinator and Curriculum Lead
Andre Priester	Paraprofessional
Shahin Rafikian	Special Projects Assistant
Andrew Smith	Math Teacher
Kennieth Smith	Math Teacher
Kevin Smith	Paraeducator
Crystal Swann	Reading Teacher
Paul Thistle	Social Studies Teacher
Meaghan Thomas	Science Teacher
Elizabeth Torres	CEO & Co-Founder
Andrea Whittner	ELA Teacher
Patricia Wiggins	Food Service Coordinator
Astarsia Young	Global Citizenship Teacher

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	Y
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- 02.01.2022	Y
Carlos Ardilla (Trustee)	Attorney, Latham & Watkins	5.06.2019	Y
Nikia Steiner (Trustee)	Parent Representative	9.28.2021	Y
Kesha Hilary	Alumni Parent	02.01.2022	Y

C. Unaudited Year-end Financial Statement**Income Statement****Washington Global Public Charter School 2021-22 Unaudited Financials****2021-22 Unaudited Financials**

<u>Income Statement</u>	<u>Actual</u>
Revenue	
State and Local Revenue.....	4,863,893
Federal Revenue.....	1,321,347
Private Grants and Donations	12,342
Earned Fees	331
Total Revenue	6,197,914
Expenses	
Salaries	2,657,534
Benefits and Taxes.....	425,823
Contracted Staff	61,000
Staff-Related Costs	70,894
Rent	405,571
Occupancy Service.....	458,502
Direct Student Expense	551,299
Office & Business Expense.....	467,959
Total Expenses	5,098,582
Operating Income	1,099,331
Extraordinary Expenses	
Interest.....	256,905
Depreciation and Amortization.....	508,884
Total Extraordinary Expenses	765,789
Net Income	333,542

<u>Balance Sheet</u>	<u>6/30/2022</u>
Assets	

Current Assets	
Cash	1,438,235
Accounts Receivable.....	1,135,628
Other Current Assets.....	<u>151,638</u>
Total Current Assets	2,725,500
Noncurrent Assets	
Facilities, Net.....	5,634,191
Operating Fixed Assets, Net	<u>113,833</u>
Total Noncurrent Assets	<u>5,748,023</u>
Total Assets.....	8,473,523
Liabilities and Equity	
Current Liabilities	
Accounts Payable.....	153,376
Other Current Liabilities	150,335
Accrued Salaries and Benefits	<u>230,056</u>
Total Current Liabilities.....	533,767
Long-Term Liabilities	
Senior Debt	6,026,444
Other Long-Term Liabilities.....	<u>(166,147)</u>
Total Long-Term Liabilities	5,860,297
Equity	
Unrestricted Net Assets	1,745,916
Net Income.....	333,543
Temporarily Restricted Net Assets	<u>0</u>
Total Equity	<u>2,079,459</u>
Total Liabilities and Equity.....	8,473,523

2022-23 Budget

	<u>SY22-23</u>
Revenue	
State and Local Revenue.....	5,427,219
Federal Revenue.....	1,332,714
Private Grants and Donations	<u>40,596</u>
Earned Fees.....	<u>7,500</u>
Revenue Total	6,808,029
Expenses	
Salaries	3,103,346
Benefits and Taxes.....	507,857
Contracted Staff	30,500
Staff-Related Costs	57,724
Rent	442,392
Occupancy Service.....	434,933
Direct Student Expense.....	644,965
Office & Business Expense.....	510,789
Contingency	<u>67,630</u>
Expenses Total	<u>5,800,136</u>
NET ORDINARY INCOME.....	1,007,893
Extraordinary Expenses	
Depreciation and Amortization.....	392,120
Interest.....	224,629
Extraordinary Expenses Total.....	<u>616,750</u>
TOTAL EXPENSES	<u>6,416,885</u>
NET INCOME.....	391,144