

# 2017-2018 Annual Report

**The Next Step/El Proximo Paso  
Public Charter School**

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Public Charter School  
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## I. School Description

### a. Vision and Mission Statements

Vision: *We envision a world in which all youth receive an excellent education and the support they need to realize their full potential as human beings and contributing members of society.*

Mission: *Our mission is to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education.*

### b. Academic and Student Support Programs

#### i. *Grade and age levels served*

The Next Step Public Charter School operates an ungraded, alternative program for opportunity youth—students aged 16-24 years old. During the full-time day program, the students are all 16-24 years, whereas the night program allows part-time enrollment for students aged 18-24 years old. Upon enrollment, students participate in assessments to inform placement in literacy and numeracy, in either English or Spanish. Student placement is defined in “steps” and are assigned according to grade-level equivalency and dominant language, not age. In addition, pacing and advancement are flexible and individually determined. For incoming students, 50% arrive, on average, below the 6<sup>th</sup> grade level, with nearly 30% scoring between 4<sup>th</sup> and 6<sup>th</sup> grade. On average, incoming students arrive performing beneath 9<sup>th</sup> grade literacy levels at nearly 82%.

#### ii. *Summary of curriculum design and instructional approach*

The Next Step PCS students enroll in one of our academic “tracks”—or academic program focus areas—the Spanish General Education Development (GED); the English GED; or English as a Second Language (ESL). As students enroll, they select an academic track based on their individual academic, personal and career goals. Students who intend to complete the GED choose a track based on their preferred language through which they can prepare and take the examination—students can take the GED examination in either English or Spanish.

The curriculum—content and academic skills—for all GED coursework is back-mapped to the GED test. This intentionality builds the skills necessary to successfully pass the test, while also ensuring alignment with state and national Common Core standards for each subject area. Many of The Next Step PCS’s students require development of basic literacy skills in their native language, which for the majority is Spanish. Therefore, the school provides classes in Spanish at different levels. Students placed in the beginning *step* commence with basic literacy in English and Spanish establishing a foundation for the reading, writing, understanding, critical thinking, and problem-solving objectives they will encounter on the GED exam. Each consecutive *step* advances a set of goals and objectives which become increasingly sophisticated across academic levels, but always based on GED skills and content. This alignment is intentional and extends far beyond any “test prep” program. The Next Step’s curriculum is designed to include strategies and activities that address higher-order and critical thinking skills, as well as cooperative, hands-on, project-based learning experiences, and interdisciplinary approaches.

As stated previously, and supported by demographic data, The Next Step PCS has a strong English-Spanish bilingual program because the majority of our students are from Spanish speaking countries; many students, too, have received little or no prior formal education. Research has shown that such students need to build literacy skills in their native language first to be able to transfer them to English. These students also need to develop the content areas in their native language in order to easily acquire academic content in a second language. A core of the staff at The Next Step PCS are bilingual, including many of our Spanish teachers are native Spanish speakers.

The ESL curriculum incorporates “task-based language instruction” which focuses on the use of authentic language and meaningful tasks, as defined by their use of the target language in real-life situations. Examples include: conducting interviews, applying for a job, and scheduling doctor appointments. The ESL curriculum is aligned with the TABE CLAS- E standards and level descriptors which are also aligned with CEF (Common European Framework). This framework delineates a comprehensive way to describe the levels of proficiency in language development.

The CLAS-E is a language proficiency test that covers the four domains: Reading, Writing, Listening, and Speaking. Mastering these four domains help students successfully transition to the GED program. The CLAS-E Advanced ESL level is aligned to the advanced ESL level of the NRS (National Reporting System).

Ultimate completion of the GED program will enable students to obtain success whether it be in a technical school, apprenticeship program, community college, traditional four-year college, or the workplace. For older youth with few or no high school credits, the GED becomes a practical and attainable option.

Students who opt not to take the GED (or not immediately), instead focus on their English language development by enrolling in the ESL track. The Next Step’s program for English Language Learners is based on the District of Columbia Public School standards for English Language Learners (WIDA Access), and on the Test of Adult Basic Education Complete Language Assessment System for English (TABE CLAS-E). TABE serves as the standardized examination that The Next Step PCS uses for testing English proficiency.

### iii. *Description of mission-related programs*

As previously stated, the mission of The Next Step PCS is to *provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education*. Mission-related programs, then, focus on eliminating barriers of access and success for each and every student. This effort would include, largely, the Division of Student Support and Engagement (SSE). The Next Step’s SSE division includes comprehensive case management, career and life skills, as well as childcare. Within the case management efforts, students have access to six case managers, two licensed clinical social workers, a generalist social worker, mental health clinicians (via in-person and tele-counseling resources), and other resources as needs are defined. The Next Step PCS was able to offer in-house mental health clinical services and contract with Creative Ways, La Clinica del Pueblo and Community Schools to undergird students’ therapeutic needs throughout the 2017-18 academic year. In addition to these interventions, supports for students included efforts led by our two coordinators for attendance and transportation resources and planning. The case

management efforts include addressing mental health and counseling, food security, health care, housing supports, educational workshops, and other forms of advocacy on the behalf of students.

The advancement of career and life skills (CLS) team offer programs to advance student outcomes and aspirations. This effort includes a focus on career exploration, college exposure, as well as scholarship pursuits. The CLS advisors work with students to define post-secondary plans, and inform these plans by coordinating exposure to workforce opportunities, college fairs and conducting regional college tours. The advisors are instrumental in assisting students as they participate in dual enrollment opportunities, while also supporting college applications and scholarship efforts. One-on-one and small group sessions are coupled with monthly workshops and meetings to discuss critical topics, such as financial literacy, personal statements, resumes, as well as goal setting. Advisors also continue their work to reach alumni to support college and vocational training program enrollment and persistence to completion.

The childcare function within the SSE division provides day and night school programming to serve parenting students at The Next Step PCS. Students who enroll their children in the childcare program benefit from resources, such as diapers and food, due to our community partners, as well as programming to inform sexual health, parenting, and other workshops on child development. Much of this work is due to the collaboration among community partners.

Another critical mission-related program is The Next Step PCS's adoption of Restorative Justice Practices. For more than five years now, restorative practices can be seen in and outside of the classroom, in order to help foster school community, to provide and inform students regarding alternative methods for conflict resolution, to keep students in school rather than suspend or expel them, and to provide *dialogue circles* on various topics for reflection and sharing. This program has been very successful at The Next Step PCS, so much so that faculty and staff continue to receive invitations to present at conferences, regional and local trainings, as well as panel discussions.

#### iv. *Parent involvement efforts*

In recent years, roughly 20% of students enrolled at The Next Step PCS live with their parents. In addition, many are young parents themselves—approximately 18-20%, annually. At The Next Step PCS, we consider parent involvement and positive parenting engagement as an important disposition to instill in our young parents, in addition to working with the parents who do still house and care for our students.

For parents of minor students, we offer many opportunities to visit school: orientation at the beginning of each semester; open house programming each semester; cultural, heritage celebrations and other special events; and parent-student-teacher conferences each semester. Staff at The Next Step PCS maintain an “open door” policy—this includes, but is not limited to efforts led by case managers and principals who engage parents regularly if their student is having issues at school (including any day that the student is absent). Members of the Student Support and Engagement team also conduct home visits as needed; parents, too, are invited to school meetings frequently.

As described in the mission-related section, The Next Step PCS's Division of Student Support and Engagement assists students and their families with identifying resources and services they may need to receive at home—access to and delivery of health care; food and housing; college access and financial aid resources; and other resources as identified by student and family. For youth parents, The Next Step PCS offers parenting workshops and discussion groups during the school day, in addition to sex education workshops, and free contraception for all students. Students who need assistance securing childcare and financing it receive supports from the case management team. When necessary, this team may also help student-parents with other child-centered services such as health care. On-site at The Next Step PCS, childcare is provided during the day and evening—through this resources, all youth are encouraged to stay in school and pursue their education, thereby advancing stability within their families.

## **II. School Performance**

### **a. Performance and progress**

In what follows, The Next Step PCS examines progress toward and achievement of annual charter goals. The assessments used to determine progress toward and achievement of these goals include the following—Test of Adult Basic Education (TABE); Test of Adult Basic Education—Complete Language Assessment System for English (TABE CLAS-E); and the General Education Development (GED) examination. TABE is aligned with GED, as well as Common Core standards, and demonstrates grade-level equivalency progress for learners (English or Spanish), thus serves as an appropriate standardized assessment for The Next Step PCS. TABE CLAS-E examination assesses gains in English proficiency among English Language Learners. However, measuring Educational Functioning Levels, EFL, is a much more rigorous assessment of growth, and is not aligned exactly to grade-level gains given the complexity of content and standards for mastery. In fact, EFLs should be considered proficiency levels, and not grade level gains. Lastly, the measure of GED examination passage is based on qualified students (those who test adequately on GED-ready assessments), who then complete the assessment one subject area at a time. All students participate in pre-enrollment assessments as an intake procedure for student placement.

Next Step PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Goal 1: Students will show an average increase of at least a grade level equivalent of growth in reading on the Test of Adult Basic Education (TABE).	Goal met	<b>The Next Step Public Charter School exceeded this goal.</b> During the 2017-2018 school year, students showed an average increase of 1.9 average grade level growth in reading on the Test of Adult Basic Education (TABE).
Goal 2: Students will show an average increase of at least a grade level equivalent of growth in mathematics on the TABE.	Goal met	<b>The Next Step Public Charter School exceeded this goal.</b> During the 2017-2018 school year, students showed an average increase of 2.2 average grade level growth in mathematics on the Test of Adult Basic Education (TABE).
Goal 3: English language learners will show an average increase of one Educational Functioning Level in English language proficiency on the TABE CLAS E assessment	Goal unmet	<b>The Next Step Public Charter School approached this goal, but is unmet.</b> During the 2017-2018 school year, students showed an average increase of .94 average grade level growth in English language proficiency on the Test of Adult Basic Education (TABE); the goal is stated as a 1.0 average gain.
Goal 4: 70% of eligible students will pass the General Education Development exam.	Goal met	<b>The Next Step Public Charter School exceeded this goal.</b> During the 2017-2018 school year, 77.8% of eligible students have passed the General Education Development exam (GED).

Goal 5: On average, enrolled students will attend school 69% of the time.	Goal unmet	<b>The Next Step Public Charter School approached this goal, but it is unmet.</b> During the 2017-2018 school year, on average, enrolled students attended school 63.18% of the time.
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Under the rubric for the Adult Education Performance Management Framework (PMF), the Next Step PCS has demonstrated early calculations suggesting status as a Tier 1 charter school. The 2017-18 academic year includes 77.8% successful passing of the GED examination, leading to a total of 56 graduates. Of these graduates, 14 enrolled in a college or university academic program, 7 enrolled in a vocational program, while 20 students decided to pursue continued improvement in their English proficiency by enrolling in advanced ESL programs following their graduation from The Next Step PCS. The remaining 14 students who graduated either joined the military or the workforce. The Career and Life Skills advisors at The Next Step PCS continue contact with alumni to assist them with applying to, financing, and enrolling college or advanced ESL coursework, and/or vocational educational programs. Alumni continue to receive coaching toward their aspirations and personal independence as they request. The Next Step PCS awards a \$500 scholarship to each GED graduate, in support of their post-secondary educational aspirations, including college and workforce training resources and/or experiences. The school also awards the Ben Friedberg Scholarship to two graduates per commencement, for \$1,000 each, in support of their post-secondary educational pursuits.

The success of students at The Next Step PCS are in large part to the comprehensive supports and efforts of the entire professional community, but in particular, the Division of Student Support and Engagement. As we reflect on the unique political climate—including discourse regarding deportation and former protections no longer guaranteed to students, and even ICE raids in close proximity to the school, attendance became an issue as some students expressed fear or the choice of working to save money in lieu of education, in case they needed to prepare for return to their home country. These competing priorities, and the demand of the labor market, the choice of work over school is demonstrated in the drop in attendance.

## b. Lessons Learned and Actions Taken

**Attendance.** The Next Step PCS professional community remains proactive and innovative in uncovering initiatives and efforts to support continuous attendance for students. The Attendance and Transportation Coordinators (ATCs) continue to engage the entire student body and staff as it relates to attendance efforts. During the first quarter of the academic year, the ATCs will steward the school community through the **GetSchooled** foundation's **Attendance Challenge**, through which students are able to access a dynamic platform to gain insights on college, career, and life skills and resources, while also serving as an incentive to improve their attendance. Students earn points that can later be redeemed for various prizes on the GetSchooled website. Although incentivized for tracking their attendance, students are able to acquire resources and information for their future while earning grant dollars for the school.

The Next Step PCS maintains on-going attendance awards and recognition efforts, now on a monthly basis, in which students from both the day and night school programs are celebrated for their perfect attendance and thereby entered into a raffle for a prize. These efforts will be

captured during **Attendance Awareness Month**, but also create data visualizations regarding attendance throughout the building and to have honest community conversations about students being present and the importance of attendance and academic growth. In support of this effort, staff and faculty are having intentional and strategic discussions regarding attendance and retention. During Professional Development, instructional coaches and the Attendance and Transportation Coordinators are collaborating to discuss findings and best practices, while also reviewing policies and resources.

Lastly, the sense of community within The Next Step PCS is extended to those students who are demonstrating inconsistent attendance. For students who are at or less than a 60% attendance rate will receive phone calls from faculty and staff to check-in, express care and concern, as well as work to secure their return back to the school. These calls are also helpful in determining additional resources and supports necessary to retain students and support achievement.

### **Instruction.**

During the 2017-2018 school year, the instructional leadership team embarked on the development of a more rigorous set of curricula for the ESL program. This effort had the dual purpose of inspiring students to persist with their English language learning goals and to better support students in the ESL track who wish to transition into the GED program. This decision was made as we noticed that many of the students eligible for the higher-level ESL courses were leaving the ESL track prematurely in favor of the GED program. The pattern we noticed was that the majority of these students became overly confident in their English language skills as they achieved basic interpersonal communication skills, but were still lacking in the area of cognitive academic language proficiency. As a result, they were not able to demonstrate sufficient growth in terms of educational functioning levels when it came to taking the standardized TABE CLAS-E post-test. Furthermore, we noticed that these students faced serious difficulty succeeding in the English-language GED track due to gaps in academic skills and understanding of concepts. To achieve our purpose, we started by revising the curriculum and aligning it to the Common European Framework of Reference for Languages (CEFR), an international standard for describing language ability in relation to general and higher education in the English language. As part of this process, we unpacked our existing and new sets of standards so that teachers had a better understanding of the depth and breadth of skills and concepts implicit in each of our new objectives. A complete set of unpacked standards for each track and level is now available to all teachers as a resource within our lesson planning infrastructure.

As a parallel strategy to increase the level of academic rigor, the instructional leadership team completed series B of the interim assessments (series A was completed the previous year). The series of 29 different assessments includes one assessment for each subject area, level and track. Each interim assessment is aligned with the newly revamped scope and sequence for each area and level of instruction. Along the way, we provided on-going opportunities for teacher feedback through the implementation of professional learning communities (PLCs) on a weekly basis. Within the PLC setting, we established the practice of “what works” sessions and department-specific discussions focusing on the pacing, scope, and sequence of the new curriculum in relation to the implementation of interim assessments. For the 2018-2019 school year, this area of our work will focus on developing series C of our interim assessments, as well as on increasing the level of teacher engagement in the process of designing test items. Our goal is for teachers to increase their sense of ownership of the process while developing a

deeper understanding of the key concepts and skills our students need to master in order to succeed beyond the basic and intermediate ESL classrooms.

To inspire students to remain in the ESL track beyond the achievement of their initial language learning goals, we introduced a new end-of-year award designed to recognize and honor our highest achieving English language learners. Students in levels 5 and 6 are eligible to compete for the ESL Certificate of Achievement Award, which consists of a \$500.00 scholarship. To win this award, students submit a self-created video presentation responding to a prompt about the impact of language learning in both their quality of life and the quality of life opportunities available to them as they reach higher proficiency in the English language. The first ESL Certificate of Achievement Award was given at the end of the 2017-2018 school year and our intent is to offer it on a consistent basis at the end of each semester during the graduation ceremony.

To better support our teachers, as well to increase capacity around our curriculum and assessment development efforts, we engaged in deeper analysis of teacher feedback, which we collected throughout the year via weekly post-PLC surveys and twice a year via the Insight Teacher Survey. Collected data continued to reveal that teachers, particularly those teaching ESL, needed more personalized, relevant, and area-specific coaching and support based on observation as well as on self-identified objectives. On the instructional leadership side, the most common concern was that having a single director of curriculum and instruction for both the day and night program presented many limitations in terms of the level and consistency of observations, feedback and support available to both the day and night sets of teachers and instructional coaches. The exact same concern was voiced throughout the year by instructional staff in relation to the role of the assessments department, which last year only consisted of one coordinator for the night program and one person with the dual role of school-wide assessments director and day-time coordinator. To address these needs, we have revamped the instructional leadership team. Starting with the 2018-2019 school year, the role of director of curriculum and instruction was eliminated and replaced with 2 curriculum and instruction coordinator roles, so that each of the day and night programs has a dedicated leader supporting the continued improvement of curricular materials. Similarly, in the area of assessments, we have hired an additional coordinator so that each of the programs now has a dedicated leader guiding the administration of all assessment activities while the director of assessments focuses on the research, development, and cross-collaboration functions of the department. Our goal here is to increase the level and quality of individualized coaching and consultation available to teachers for the implementation of efforts such as post-interim data analysis and re-calibration of curriculum sets after each administration of interim assessments as needed.

Other strategies designed to support best practices such as differentiated instruction, individualized/small-group learning, and exposure to a wide range of English speakers both in and out of the classroom include the continued use of paid tutors and volunteers on a regular basis, as well as the addition of an instructional aide to focus specifically on assisting teachers in the ESL track. Our volunteer tutors are integrated into the regular flow of a lesson and assigned very specific roles during conversational practice, targeting skills based on the profile of a given group or an individual student. These sessions are managed by the classroom teacher and often also include real-time observation, feedback and collaboration from the instructional coaches. In the case of paid tutors, the expectation is for each tutor to work more closely on specific cases—targeting students at the lower levels who exhibit a more intensive need for intervention. Their interventions are carefully designed by the lead teacher and

monitored for effectiveness at the end of an intervention cycle through the TABE CLAS-E post-test data analysis. The regular availability of an instructional aide is expected to allow classroom teachers flexibility and the extra ability to deliver and supervise multiple learning activities simultaneously to address the differences in level, interest, and content that students need to master.

In anticipation of the eventual transition from paper and pencil to computer-based testing, we are also enhancing our intentional strategies to develop the digital literacy of students in the ESL track while targeting specific language skills. To achieve this, during the latter part of the 2017-2018 school year, our ESL teachers engaged in an intensive training designed to develop their proficiency with the use of Reading Horizons – our online platform for reading skills development, which is specifically designed for ESL students. The training modules are designed to develop understanding of the prescribed method, structure, strategies and tips for maximizing student success through the use of the Reading Horizons platforms and supplemental materials. The goal for 2018-2019 is for teachers to start using this tool on a regular basis. The instructional leadership team, in collaboration with the data and analytics department will monitor activity on the platform and analyze usage and progress data throughout the year in order to be able to assess the effectiveness of this strategy and its impact on student growth as measured by the interim assessments and TABE CLAS-E post-tests. Along with this new strategy, we also decided to revamp our collection of virtual books specifically for the ESL track. Our virtual library now includes 43 books targeting skills such as inferencing, main idea, supporting details, vocabulary development and reading fluency within the context of English language learning. ESL teachers are expected to make use of these resources as part of their regular classroom practices.

In the area of self-reflection and growth oriented best practices, our efforts this year will focus on ensuring that our ESL teachers are well supported in the development of individualized, goal-oriented professional development plans. To that end, the principals will be using the TeachBoost platform to assign and monitor short-term goals based on the 2017-2018 performance evaluations as well as on current observations of in-class instructional practices and on-going dialogue with teachers. The expectation is that teachers will receive immediate feedback after each observation and use the data to collaborate with their designated instructional coach on the design and implementation of strategies to target the desired outcomes. Specific emphasis will be placed on the faithful implementation of the school's instructional model, which is based on three fundamental concepts – the Gradual Release of Responsibility method of instruction, the integration of Literacy Across the Curriculum, and the differentiation of instructional activities to target the individual learning needs of all students. This approach will be complemented by teacher-generated goals targeting their personalized interests within the context of their teaching assignments.

**Student Engagement.** The Division of Student Support and Engagement continues to support all facets of the school, from getting students in the door, to ensuring their needs are met and students are ready to learn. The evolving political climate, diversity of student population, and their needs all inform the advocacy and effort of the Student Support and Engagement professionals throughout our community. From hosting “Know Your Rights” workshops, to one-on-one advocacy and resource allocation, this division continues to move the mark on students' personal goals and their success. This division has taken the lead on advancing professional learning in a critical competency for opportunity youth, especially those who have not had success in traditional school settings, or those who have been disconnected from school and

work—trauma-informed service provision. Service providers began training on first defining and understanding trauma and how it might manifest in opportunity youth, in and outside of the classroom.

Along with Sage Wellness Group (SWG), the division has begun to engage the entire school community around trauma-informed work. This work includes intensive workshops and professional development coaching sessions on the following—how trauma impacts brain development, attachment, social-emotional behaviors; assessing and defining traumatic responses, thus learning clinical support interventions to work one-on-one with students; implementing a strengths-based approach to student support that operationalizes natural supports to assist student development and achievement. The trauma-informed efforts serve as an intentional extension of inclusivity, equity, and anti-bias work that began with ongoing trainings with Dr. Kamilah Majied, based at Howard University. Dr. Majied serves as an educator, researcher, author, mental health therapist, and an internationally recognized expert on the impact of oppression on mental health and social functioning. Dr. Majied spent a number of weeks working with The Next Step PCS in defining and delivering small group training opportunities for our day and night school staff, while supporting the management team in how we define and implement further work on equity and inclusivity.

**Student Aspirations.** As we continue to assess student engagement and the learning community, we understand just how important it is to support students in the articulation of their academic, personal, and career goals, especially as those goals drive how they engage with The Next Step PCS. As such, we continue to envision an intentional and thoughtfully designed implementation of individualized life plans (ILPs) for all students. The purpose of the ILPs aligns with our vision, to ensure students “realize their full potential as human beings and contributing members of society.” Therefore, our ILPs will be designed to empower students to articulate, assess, and achieve their goals, across three domains—academic, personal, and career. The use of ILPs serves, also, to cultivate and strengthen agency within each student, while instituting efforts for greater exposure, accountability, mentorship, and success for our entire learning community. ILPs also create another opportunity to root our efforts in student outcomes, while also investing in staff and faculty development in new ways.

The Career and Life Skills Department, within the Division of Student Support and Engagement, continues to advance student aspirations. Advisors in this department continue to identify community partners and resources that support college and career readiness. From *Workforce Wednesdays*, to participation at the NACAC National College Fair programs, students are exposed to resources and opportunities to advance their short-term, intermediate, and long-term goals, both academically and professionally. This team continues to steward our dual enrollment relationships with Ana G. Mendez University (a culinary arts focused dual enrollment) and Trinity Washington University, in addition to managing the OSSE-funded dual enrollment opportunities as facilitated by the University of the District of Columbia—Community College CARE program. During the 2017-18 academic year, The Next Step PCS supported 29 enrollments, during the fall and spring semesters, and as will be discussed in the forthcoming section, 33 students during the summer session.

In addition to these efforts, the Career and Life Skills department conducted the fourth annual college tour, visiting colleges and universities in North Carolina, with a quick visit in Virginia as well. During the tour, 28 students were able to visit and collect research on Virginia Union University, Wake Technical Community College, William Peace College, Saint Augustine’s

University, and North Carolina State University. Students collected information to then share out with their peers during College Signing Day programming, throughout the school community.

**Human Capital and Organizational Outcomes.** In the spring of 2018, The Next Step PCS announced the creation of a new division, with the establishment of the Chief of Talent and Outcomes (CTO) position. The CTO and division of talent and outcomes will lead a commitment to human capital development and organizational learning, with a focus on equity, innovation, and capacity building. This division brings together the assessments team and the data team, to inform the efforts of the entire organization. The synergy in this area will not only improve instructional efforts and professional development, a focus on human capital development and organizational learning is sure to support retention and satisfaction among instructional and non-instructional staff.

### c. Unique Accomplishments

As The Next Step Public Charter School celebrates 20 years of service to the Washington, DC community as one of the first public charter schools, we continue to reflect on the ways in which we can continue to advance an incredible impact of the community and the generations represented in our building daily. As we work to eliminate barriers, the Student Support and Engagement division hosted vision screenings, dental exams with the support of the Howard University School of Dentistry, immigration law clinics all to help address the external issues or health-related needs of our students. Students at The Next Step PCS also worked to organize and host a voter registration drive; many of the students were first-time voters. Also, this past academic year, three students of The Next Step PCS won awards from the Annual DC Youth Bilingual Poetry Contest.

As described earlier, achieving Tier 1 status is a great achievement, however, we continue to consider ways in which we can continue to move the mark and pursue intrapreneurial efforts within our organization, and entrepreneurial efforts across the field. In what follows, we highlight three unique accomplishments that highlight our intentional strategy to actualize and accelerate our mission and vision: the design and implementation of Saturday Lab, TNS College, as well as the establishment of annual funds to support student aspirations.

#### **Saturday Lab**

The purpose of **Saturday Lab** is to offer students another opportunity to master academic content, while also advancing elements of their future aspirations—college, career, or otherwise. Saturday Lab is purposefully different from the traditional academic experience at The Next Step, and is not to be seen as a replacement for the academic program. Instead, Saturday Lab has the potential to be, and is positioned as, a supplemental instruction opportunity for students. The Saturday Lab experience is new for The Next Step PCS and is designed to ensure alignment to students' Individual Life Plans—goals that are academic, personal, and career in nature. The ultimate purpose is to ensure that all TNS students have ample opportunity and support to actualize their greatest potential. Throughout Saturday Lab, we had nearly 40 students in attendance each Saturday.

From this pilot, we have even greater evidence suggesting that when students have the proper supports in place, their participation is greater in school-wide programming. It is crucial that we

understand how to help students overcome barriers that prevent them from receiving the full benefit of being a student at The Next Step PCS.

Therefore, any student that had a desire to participate was provided the following supports- **childcare, transportation, and a stipend**. Almost 60% of the total number of students were in attendance for 3 consecutive Saturdays. However, 70% of the total number of students that signed-up were in attendance at least 2 out of the 3 Saturdays. We believe these supports encouraged students to participate on Saturday and return each time courses were offered. The following table highlights interesting findings from the close of round one programming:

<b>Student Responses</b>	<b>Students Strongly Agreed That Saturday Lab:</b>
<b>95%</b>	Assisted in helping me reach my academic goals.
<b>98%</b>	Increased my understanding of important concepts.
<b>94%</b>	Increased my knowledge of course material.
<b>91%</b>	Made me aware of what is needed to pursue a career path.
<b>89%</b>	Helped me identify obstacles that would prevent me from becoming successful.
<b>91%</b>	Made me aware of what I should do to grow in my interested area.
<b>94%</b>	Should be an ongoing program during the school year.

### **TNS College**

**TNS College** resulted from the absence of funding for summer dual enrollment from OSSE. In past years OSSE has provided funding for student fees associated with UDC Community College Dual Enrollment (\$430 per pupil). In the summer of 2018, however, there was no OSSE funding for fees; the tuition expense was also unavailable, whereas a previous proposal limited funds to 80 students and would have been provided by UDC. To ensure access and success in higher education, The Next Step invested in our students. The school offered credit-bearing coursework in support of our students over the summer session. Given the current landscape, the CARE Office suggested we would experience a great deal of flexibility, thereby supporting The Next Step's pursuit of an intensive six-week summer session with three sections of First Year Seminar and one section of Public Speaking.

<b>Student Classification</b>	<b>Day</b>	<b>Night</b>	<b>Total</b>
Current	16	14	30
Alumni	0	3	3
<b>Total Enrollment</b>	<b>16</b>	<b>17</b>	<b>33</b>
Withdrew	2	3	5
<b>Total Completed</b>	<b>14</b>	<b>14</b>	<b>28</b>
<b>Retention Rate</b>	<b>88%</b>	<b>82%</b>	<b>85%</b>
First Year Seminar (Current)	14	6	20
Public Speaking (Current)	2	0	2
Both Courses (Current)	0	8	8
First Year Seminar & Public Speaking (Alumni)	0	3	3
<b>Total</b>	<b>16</b>	<b>17</b>	<b>33</b>

**TNS College** saw 33 students enrolled, three of which were recent alumni. Of these students, 28 students completed the coursework thus demonstrating an 85% retention rate. Those unable to complete the course withdrew due to family needs or emergencies, as well as work or housing issues, or academic needs. The average attendance for TNS College was between 83% and 95% throughout the 6-week experience. Additionally, the following quotes captured student feedback following the TNS College experience, of which we are deeply proud:

- *In the [First Year Seminar] course, I observed the reality of what it is like being in college. I understand the maturity, the discipline and the independence I need to succeed in college.*
- *When I started the [First Year Seminar] course, I feared that I wouldn't do well and I wanted to withdraw. But, I told myself this class would help me... I learned to face new challenges and learn from them.*
- *I learned to transition from being a GED/ESL student to being a college student who does independent and analytical research.*
- *I would tell others interested in the dual enrollment program that if they are given the opportunity, to take advantage of it because it's not only a way to start earning college credit ahead of time but also the course gives life skills.*

### Annual Funds

As The Next Step Public Charter School embarks on 20 years of service, we found it to be important to engage even more members of the community in support of student aspirations and opportunities. With the preparation for our gala, ***Celebrating 20 Years of Endless Possibilities***, we have established, in name and purpose, three annual funds: **ESL Student Achievement Grant**; **TNS Postsecondary Access and Success Emergency Grants**; and **TNS Student Leadership Ambassadors**.

The **ESL Student Achievement Grant** is designed to support extraordinary commitment and achievement among students who have demonstrated tremendous growth and tenacity at The Next Step Public Charter School. This scholarship award is presented in concert with graduation ceremonies; eligibility is limited to those students who have reached the highest levels of ESL

(level 5/6 students), and requires an application and video/interview presentation responding to provided prompts.

The purpose of the **TNS Postsecondary Access and Success Emergency Grants** is to support graduated students who are currently enrolled in a degree-granting program at an accredited college or university. The rising and complexity of college costs often place students in situations with unforeseen financial emergencies, as it pertains to college tuition and fees. This one-time grant program is utilized as a last dollar, single use option, facilitated and advocated by the alumni student, Career and Life Skills advisors and/or Student Support and Engagement service providers, and with documentation of degree pursuit and financial need. Disbursements here are provided directly to the institution, on behalf of the student.

Lastly, the **TNS Student Leadership Ambassadors** fund allows The Next Step PCS to reward those student leaders who lend their time and support to efforts in and outside of the school community. This annual fund will provide stipends for student leaders, support leadership development experiences, provide additional materials and/or resources that will enhance their leadership contributions to the entire school community.

#### d. List of Donors

The Next Step formally tracks and quantifies in-kind donations, in addition to monetary donations. Significant in-kind donations included the countless hours of volunteer tutoring, through our volunteer program.

**The Next Step Public Charter School  
List of Donors (\$500+)  
July 2017-June 2018**

Donor	Amount
Ann D. Postlewaite	500.00
Ingrid M. Marcano-Schulz	500.00
Horton Family Foundation	1,000.00
Jonathan D. Mathis, PhD	1,000.00
John E. Smith	1,900.00
Greater Washington Community Foundation	20,000.00
CityBridge Education	75,000.00
CityBridge Education	100,000.00

### III. Data Report

#### School Year 2017-2018 Data Report

Source	Data Point
<b>GENERAL INFORMATION</b>	
PCSB	<b>LEA Name:</b> The Next Step Public Charter School
PCSB	<b>Campus Name:</b> The Next Step Public Charter School
PCSB	<b>Ages served:</b> Adult
PCSB	<b>Overall Audited Enrollment:</b> 418
<b>STUDENT DATA POINTS</b>	
School	<b>Total number of instructional days:</b> Day School-193; Night School-142
PCSB	<b>Suspension Rate:</b> 0.00%
PCSB	<b>Expulsion Rate:</b> 0.24%
PCSB	<b>Instructional Time Lost to Discipline:</b> 0.00%
PCSB	<b>In-Seat Attendance:</b> 63.2%
PCSB	<b>Average Daily Attendance:</b> N/A
PCSB	<b>Midyear Withdrawals:</b> N/A
PCSB	<b>Midyear Entries:</b> N/A
PCSB	<b>Promotion Rate:</b> N/A
PCSB (SY16-17)	<b>College Acceptance Rate:</b> N/A
PCSB (SY16-17)	<b>College Admission Test Scores:</b> N/A
PCSB (SY16-17)	<b>Graduation Rates:</b> N/A
School	<b>Teacher Attrition Rate:</b> Teacher attrition rate for SY 17-18 was 0.083%. 3 out of 36 teachers from last year did not return this year.
School	Number of Teachers
School	<b>Teacher Salary:</b> 1. Average: \$69,189.00 2. Range—Minimum: \$46,328.00                      Maximum: \$93,710.00

### IV. Appendices

1. **Staff Roster 2017-18 Academic Year**
2. **Board Roster 2017-18 Academic Year**
3. **Unaudited Year-end 2017-18 Financial Statement**
4. **Approved 2018-19 Budget**

**Roster, The Next Step Public Charter School  
Faculty and Staff**

Paula	Alcazar (Neseth)	ESL/GED Teacher	ESL Teacher	Masters
Brenda	Angulo	Instructional Aide	Teacher Aide	Bachelor's
Nicole	Ball	Part-Time ESL Teacher	ESL Teacher	Masters
Jill	Bryson	GED Teacher, Day School	Lead Teacher	Masters
Magno	Caballero	Case Manager, Night School	Case Manager, Night School	Bachelor's
Luis	Carias	Part-time Instructional Aide	Teacher Aide	Bachelor's
Angel	Castaner	GED Teacher, Day School	Lead Teacher	Masters
Dalia	Choto	Case Manager, Night School	Case Manager, Night School	Bachelor's
Sesilia	Conchola	Student Support Coordinator, Day School	Student Support Coordinator, Day School	Master's
Jessica	Csoma	ESL/ELA Teacher	ESL Teacher	Masters
Michael	Cuellar	Instructional Coach	Other	Masters
Jarolyn	Dobson (Alvarez)	Enrollment Manager	Enrollment Manager	Bachelor's
Alexander	Epperly	ESL Teacher	ESL Teacher	Masters
Marcelo	Espinoza	GED/ESL Teacher	Lead Teacher	Bachelor's
Diego	Eugenio Fernandez	Computer Literacy	Lead Teacher	Bachelor's
Sahira	Fernandez	Student Support Coordinator, Night School	Student Support Coordinator, Night School	Master's
Rosa Elsa	Flores	Assessment Coordinator	Assessment Coordinator	Bachelor's
LaShaun	Franklin	ESL/ELA Teacher	Lead Teacher	Bachelor's
Maria Paz	Gattica Riquelme	Instructional Coach	Other	Masters
Edson	Gonzalez-Chavez	Case Manager, Day School	Case Manager, Day School	Bachelor's (IP)
Edouard (Teddy)	Gusman	Instructional Coach	Other	Masters
Lily	Harris	Director of Assessments	Director of Assessments	Bachelor's
Phyllis	Henderson	ESL/GED Teacher	Lead Teacher	Bachelor's
Denise	Hill	Part-time GED Teacher	Lead Teacher	Masters
Miguel	Jimenez	GED Teacher	Lead Teacher	Masters
Katia	Jimenez Amaya	Part-Time ESL Teacher	ESL Teacher	Masters
Carlos	Juarez	Attendance and Transportation Coordinator, Day School	Attendance and Transportation Coordinator, Day School	GED
Kenneth	Killiany	Part-Time ESL Teacher	ESL Teacher	Bachelor's
Adama	Konteh	Case Manager, Day School	Case Manager, Day School	Bachelor's

Ryan	Korn	Part-Time ESL Teacher	ESL Teacher	Masters
Mary	Lane	ESL Teacher	ESL Teacher	Bachelor's
John Anthony	Lugo	GED Teacher, Day School	Lead Teacher	Masters
Bethesda	Manrique	Instructional Coach	Other	Masters
Mario	Marquez	College and Career Readiness Advisor	College and Career Readiness Advisor	Bachelor's
Arturo	Martinez	Principal - Day School	Principal - Day School	Master's
Juan Carlos	Martinez	Principal - Night School	Principal-Night School	Master's
Jonathan	Mathis	Executive Director	Executive Director	Doctorate
Josue	Melgar	Attendance and Transportation Coordinator, Day School	Attendance and Transportation Coordinator, Day School	Associate's
Taunya	Melvin	Chief Operating Officer	Chief Operating Officer	Master's
Julie	Meyer	Executive Director	Executive Director	Bachelor's
Scott	Minter	ESL/GED Teacher	Lead Teacher	Bachelors
Lila	Morris	GED Teacher	Lead Teacher	Bachelor's
Ana	Moya	Part Time GED/ESL Teacher	Lead Teacher	Bachelor's
Gregory	Newbold	SPED Teacher	Special Education Teacher	Masters
Kanaya	Oke	Attendance and Transportation Coordinator, Day School	Attendance and Transportation Coordinator, Day School	Bachelor's
Ana	Ortega	Part Time ESL Teacher-Night School	ESL Teacher	Bachelors
Shira	Oz-Sinai	Part Time GED/RLA Teacher-Night School	Lead Teacher	Bachelors
Steve	Pajares	Executive Assistant	Executive Assistant	Bachelor's
Roxana E	Perez-Labastida	College and Career Readiness Advisor	College and Career Readiness Advisor	Bachelor's
Alexandra	Pineda-Puerta	Part-Time ESL Teacher	ESL Teacher	Masters
Ronald	Portillo	Part Time GED Teacher-Night School	Lead Teacher	Bachelor's
Carlos Ruben	Ramirez	GED Teacher, Day School	Lead Teacher	Bachelor's
Oscar	Ramirez	Director of Curriculum and Instruction	Director of Curriculum and Instruction	Master's
Elizabeth	Reed	Part-Time ESL Teacher	ESL Teacher	Masters
Jacqueline	Reyes	ESL Teacher	ESL Teacher	Masters
Jackson	Rios	GED Teacher, Day School	Lead Teacher	Bachelor's
Tanyr	Seay	Data Analyst	Data Analyst	Bachelor's
Anthony	Sessoms	Resource and Enrichment Coordintor	Resource and Enrichment Coordintor	Bachelor's

Frederick	Shelton	Instructional Aide	Teacher Aide	Bachelor's
Brandi	Shelton	Director of Student Support Services	Director of Student Support Services	Master's
Omar	Sillah	Special Education Coordinator and Teacher	Special Education Coordinator and Teacher	Master's
Vita	Soto	Career and Life Skills Director	Career and Life Skills Director	Bachelor's
Homer	Thomas	Part Time GED Teacher	Lead Teacher	Masters
Josue	Torres	ESL/GED Teacher	Lead Teacher	Masters
Lita	Trejo	CaseManager, Day School	Case Manager, Day School	Null
Paulina	Underwood	Development and Communications Assistant	Development and Communications Assistant	Bachelor's
Erick	Verastegui	ESL/GED Teacher	Lead Teacher	Bachelor's
Erik	Wesley	Part Time Teacher-Night School	Lead Teacher	Bachelor's
Eugenia	Williams	Part Time ESL Teacher-Night School	ESL Teacher	Masters

**Roster, The Next Step Public Charter School  
Board of Directors**

**Chair**

**John Ingold** (2016)

*DC Resident*

Vice President, T. Rowe Price

**Vice-Chair**

**Celine Fejeran** (2015)

*DC Resident*

Senior Director for Strategic Initiatives, Raise DC

**Treasurer**

**Jorge Estrada, CPA** (2012)

*Non DC Resident*

Audit/Tax Manager, Gelman, Rosenberg and Freedman

**Secretary**

**Karen E. Burkes** (2014)

*DC Resident*

Senior Advisor, Assistant Secretary for Management, Department of Treasury

**Natalie C. Eckford** (2012)

*DC Resident*

Managing Director, Cambridge Associates

**Ritija Gupta** (2014)

*DC Resident*

Strategy Lead, OST Global

**Will Ragland** (2014) (Will be coming off 11/15/17)

*Non DC Resident*

Campaign Director, Education Policy, Center for American Progress

**Jeffrey Noel** (2016)

*DC Resident*

Independent Consultant, Education Data

**Eleonor Velásquez** (2016)

*DC Resident*

Attorney, Immigration

**Jill Bryson** (2016)

*DC Resident*

Staff Representative

**Raisa Ortiz** (2017)

*DC Resident*

Student Representative

**Filoberto Sanchez** (2017)

*DC Resident*

Student Representative

*ex-officio*

**Julie Meyer** (Retired, 2018), **Executive Director**  
*DC Resident*

**Jonathan D. Mathis, PhD** (2018), **Executive Director**  
*Non DC Resident*

**Arturo Martinez, Day Principal**  
*DC Resident*

**Juan Carlos Martinez, Evening Principal**  
*DC Resident*

## Unaudited 2017-18 Year-End Financial Statement

Balance Sheet		6/30/2018
Assets		Year End
Assets		
Current Assets		
Cash		13,248,231
Accounts Receivable		133,196
Other Current Assets		182,168
Intercompany Transfers		-
Total Current Assets		13,563,594
Noncurrent Assets		
Fixed Assets, Net		8,438,845
Total Noncurrent Assets		8,438,845
Total Assets		22,002,440
Liabilities and Equity		Year End
Liabilities and Equity		
Current Liabilities		
Accounts Payable		163,390
Other Current Liabilities		81,460
Accrued Salaries and Benefits		324,058
Total Current Liabilities		568,909
Equity		
Unrestricted Net Assets		12,869,952
Net Income		1,464,928
Temporarily Restricted Net Assets		220,465
Total Equity		14,555,346
Long-Term Liabilities		
Other Long-Term Liabilities		(176,801)
Senior Debt		7,054,986
Total Long-Term Liabilities		6,878,185
Total Liabilities and Equity		22,002,440

## Approved 2018-19 Budget

Income Statement	SY18-19
Revenue	
State and Local Revenue	9,228,273
Federal Revenue	281,114
Private Grants and Donations	2,500
Earned Fees	2,266
<b>Total Revenue</b>	<b>9,514,154</b>
Operating Expense	
Salaries	5,343,847
Benefits and Taxes	1,297,918
Contracted Staff	38,500
Staff-Related Costs	57,729
Occupancy Service	208,693
Direct Student Expense	981,568
Office & Business Expense	1,131,632
Contingency	59,057
<b>Total Operating Expense</b>	<b>9,118,944</b>
<b>Net Operating Income</b>	<b>395,210</b>
Interest, Depreciation	
Depreciation and Amortization	482,375
Interest	291,726
<b>Total Expenses</b>	<b>9,893,045</b>
<b>Net Income</b>	<b>(378,891)</b>