

# **Washington Global Public Charter School**

**Annual Report FY 2018-2019**



**Board Chair: Teresa Curristine, Ph.D.**

*525 School Street, SW, Washington, DC 20024*

*Phone: (202) 796-2415*

**Table of Contents**

**I. School Description .....2**

**A. Mission Statement.....2**

**B. School Program.....2**

**II. School Performance .....12**

**A. Performance and Progress .....12**

**B. Lessons Learned and Actions Taken.....15**

**C. Unique Accomplishments .....16**

**Data Report .....18**

**Appendices.....20**

**A. Staff Roster .....20**

**B. Board Roster.....22**

**C. Unaudited Year-end Financial Statement .....22**

*Page left intentionally blank .....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 216 students in grades 6-8 in the 2018-2019 school year. The school offers a unique international curriculum, which includes the International Middle Years Curriculum (IMYC) and foreign languages. The school also implements a rigorous curriculum aligned with the Common Core State Standards (CCSS) to prepare students for the PARCC examination. To ensure that students are engaged in the community around them, the school offers mandatory service-learning opportunities for students and forged a variety of community partnerships that align with the school's mission.

Since a majority of the school's students enter below grade level in reading and math, Washington Global also provides math and ELA labs, a dedicated Wednesday course for students to receive research-based intervention. This is particularly important considering the school's special education population in 2018-2019 was approximately 28% and its at-risk population was 59.3%.

### **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 using the International Middle Years Curriculum's (IMYC) guiding international themes, the common core state standards (CCSS) for math and language arts, the DC Public standards for Physical Education (PE) and social studies, and the Next Generation Science Standards. The school also offers service-learning and technology programs. Through these curricular components, the school is meeting its mission.

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

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

In 2018-2019, the 6<sup>th</sup> grade themes were adaptability, balance, collaboration, and creativity. The 7<sup>th</sup> grade themes were resilience, communication, courage, and curiosity. The 8<sup>th</sup> grade themes were challenge, identity, development, and responsibility. Each year, IMYC themes are taught in the school's Global Citizenship course and then are woven within other school programs.

## **English Language Arts**

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

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

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

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

In addition to instruction within their grade level English/Language Arts class, students at Washington Global received blended-learning ELA instruction 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 6<sup>th</sup>-8<sup>th</sup> grade into modules through which students work to build conceptual, application and procedural knowledge and skills in a range of math topics, beginning the year with ratios and proportions and ending the year with statistics and geometry. The *Engage NY* Math program also supports teachers in promoting higher-order thinking and challenges students to apply new skills to complex problems. Between *Engage NY* and the CCSS, students are provided with many opportunities to model their thinking, construct reasonable arguments, justify their answer and persevere in problem solving. All of these skills help the students to be successful on the quarterly ANET assessments as well as on the end of the year PARCC assessment.

In addition to math instruction within their grade level math class, all students at Washington Global received blended-learning math instruction one day per week in Math Lab. In Math Lab, students received 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. 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. Teachers and co-teachers actively monitor student progress on IXL and i-Ready. The model enables students to learn new skills, collaborate, and receive intervention all in one class period.

## **Science**

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

Washington Global's science program is based on the Next Generation Science Standards. Since 2015, students have worked through disciplinary core ideas in physical, life, and earth science in order to prepare for the DC Science assessment that is administered at the end of the students' 8th grade year. The Next Generation Science Standards are organized by performance expectations, science and engineering practices and core ideas. This means that the students do not just learn facts about science but instead they learn how to "do" science. Some of the things they learned how to "do" were developing and using models, planning and conducting investigations and analyzing and interpreting data. The various standards are divided among grades so there are different standards and skills covered in each grade level with some overlap where necessary.

During the 2018-2019 school year, Washington Global also 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 touched on some math themes to help foster an understanding of the concepts learned in their core math class. During this elective the students were able to use the engineering process to build different structures such as bridges and shelters.

## **Social Studies**

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

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

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

## **Additional Academic Areas**

### **Global Citizenship**

During the course of their three years at Washington Global, all students participate in at least one Global Citizenship class. Students explore IMYC themes related to their grade level to learn more about themselves and the world around them. In 2018-2019, the 6<sup>th</sup> grade themes were adaptability, balance, collaboration, and creativity. The 7<sup>th</sup> grade themes were resilience, communication, courage, and curiosity. The 8<sup>th</sup> grade themes were challenge, identity, development, and responsibility. 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. Last school year, 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.

Students also participated in hands-on projects related to IMYC themes. Another example includes one project during the 7<sup>th</sup> grade Communication unit that required students to work cooperatively with students who they did not normally work with to build a Bristle Box. This project required teamwork, problem solving, and cooperation, which honed the students' communication skills.

### **Physical Education and Health**

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

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

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

students completed multiple projects requiring use of technology to show mastery of certain technology skills.

### **Foreign Language Courses**

At Washington Global, during the 2018-2019 school year, all students took Spanish to ensure that students work towards proficiency in a foreign language. In the 2017-2018 school year, Washington Global offered a more rigorous Spanish program to better prepare its students for language proficiency. Differentiated Spanish classes were offered, beginning with based classes (Spanish 1A and 1B) and then a higher-level Spanish I course. 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 more rigorous focus on one subject and allows for deeper study of Spanish-speaking cultures while preparing students for more challenging high school language courses. Within the course, students also learn about the culture of Spanish speaking countries and engage in field trips.

In addition, through a partnership with the South Korean Embassy, Washington Global began to offer a Korean elective course one day a week for 8<sup>th</sup> grade students. Through this opportunity, 8<sup>th</sup> grade students learned 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 take two foreign language to expand their foreign language skills and cultural awareness.

### **Intervention Programs**

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

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

***i-Ready.*** I-Ready served as Washington Global's primary intervention program for the 2018-2019 school year. I-Ready was funded through OSSE's SOAR grant and implemented at the start of the 2017-2018 school year to better support the needs of students in both ELA and math instruction. I-Ready is a math and ELA intervention program that combines blended learning



and direct instruction to create a personalized learning path for students in the PARCC tested areas of math and ELA. This program is effective in that it offers a baseline diagnostic tool that assesses each students' level. Washington Global teachers used this data to create a personalized i-Ready intervention plan for each student. This plan consisted of both system-generated, computer delivered lessons aligned to the Common Core State Standards (CCSS), and teacher-led lessons to deliver targeted ELA and math instruction to students. The i-Ready program also includes ongoing growth assessments following each lesson so that educators can frequently assess students' performance against PARCC simulated questions. Washington Global administered a diagnostic assessment and a post-assessment to assess student performance and growth.

**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.

**Lexia.** Lexia PowerUp Literacy, a computer-based, research-based reading intervention is a 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 2018-2019 school year.

## **Instructional Approach**

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

**Project-based Learning:** Project-based Learning (PBL) is a core tenant of Washington Global's instructional approach. PBL allows students to participate in an extended process of inquiry in response to a complex problem, challenge, or question. Throughout Washington Global's courses, teachers serve as "coaches" or "guides" as students work collaboratively on a variety of standards-based projects. The IMYC and Washington Global's service-learning program supported the use of PBL in the classrooms because they required students to complete projects throughout the course of the year. Within PBL, students are provided with opportunities for

cooperative learning and inquiry-based learning. PBL is an important instructional method because it fosters critical thinking, problem solving, collaboration, communication, and presenting to a public audience to increase authenticity and motivation.

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

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

*Blended Learning:* Washington Global incorporates some blended learning into its academic program. Most notably, Washington Global shifted to a blended-learning math model during the 2018-2019 school year. 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. Teachers and co-teachers actively monitor student progress on IXL and i-Ready. The model enables students to learn new skills, collaborate, and receive intervention all in one class period.

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 ELLs by providing students with the opportunity to engage in curriculum at their level.

*Service-Learning:* The incorporation of service learning into Washington Global’s curriculum supports a key element of the school’s mission. Service-learning is positive, meaningful, cooperative, and supports emotional, social, and cognitive development. During the 2018-2019 school year, Washington Global developed a standalone service-learning class for all students. 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*. Service-learning provides students with an opportunity to engage in a project within the community, solve complex problems, and engage in critical thinking within the real world. Service-learning projects also give back to the community and align to Washington Global’s mission of serving as a community school. Therefore, these projects offer a deeper meaning for students because they are connected to the real world.

## **Parent Involvement**

Washington Global believes that parent and family involvement is vital to the growth of its students and vision of the school. Therefore, Washington Global incorporates a community school component into its mission to ensure that parents and families, and other members of the

community are heavily involved in the school. Washington Global has a parent/family-led Family Teacher Association named the Washington Global Parent Organization (WGPO). Washington Global encouraged its parent and family community to join and take part in the WGPO during the 2018-2019 school year.

Additionally, Washington Global instituted a variety of events and programs for parents and families during the course of the school year and various times of the day that actively engaged parents and families. For the 2018-2019 school year, these activities and events included:

Activity/ Event	Frequency
Free online GED preparation program for parents	<i>An ongoing self-paced programs where parents checked out laptops in blocks M-F from 9am-5pm at the school and used school purchased GED prep programs.</i>
Parent/ Teacher Conferences	<i>Washington Global offered parent-teacher conferences on November 6th, March 8th, and May 28th. To accommodate parents' schedules, Washington Global allowed parents to choose a time that worked for them to conference with teachers.</i>
Parent Breakfast Series	<i>To accommodate parents who work or have other obligations in the evenings, Washington Global created an ongoing Parent Breakfast session during the fall, winter and spring. Administrators were present to share information with parents and answer questions. The dates were November 1st, November 29th, February 27th and March 28th.</i>
Back to School Night	<i>Washington Global held a Back to School Night on September 13th for 8th grade parents and students. And September 26th for 6th and 7th grade parents and students. .</i>

Family Celebration Dinner - <i>Part of Global's Healthy Eating Initiative</i>	<i>Washington Global hosted a spring celebration for parents and families in the evening on April 3rd. At the celebration, families participated in dance classes, played games, enjoyed healthy snacks and refreshments, and celebrated student accomplishments.</i>
High School Fair	<i>Washington Global held a high school fair on January 18, 2019. Representatives from over one dozen high schools (charter, private and public) shared information about their academic programs with Global students.</i>
Science Fair	<i>On March 8, 2019 Washington Global hosted a student-led science fair. Parents were invited to participate and view students' projects.</i>
Black History Month Project Gallery	<i>On February 27, 2019 from 5:00 pm - 6:30 pm, Washington Global hosted a family night in honor of Black History Month, where families enjoyed refreshments and viewed student projects.</i>
End of the Year Service-Learning Showcase	<i>Washington Global students hosted a showcase on June 6, 2019 where students presented their yearly service-learning projects for the Washington Global community, including parents and families.</i>
Student Graduation	<i>Washington Global held its graduation at THEARC on June 11, 2019. Washington Global families, faculty and guests celebrated the school's first graduating class of eighth graders.</i>

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

## II. School Performance

### A. Performance and Progress

During the 2018-2019 school year, Washington Global aligned its program with the school's mission by instituting a variety of academic and extension programs that support the school's mission.

Washington Global's mission is as follows:

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

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

The 6<sup>th</sup> grade themes for the 2018-2019 school year consisted of adaptability, balance, collaboration, and creativity. The 7<sup>th</sup> grade themes were resilience, communication, courage, and curiosity. The 8<sup>th</sup> grade themes were challenge, identity, development, and responsibility. These themes were woven throughout the curriculum and were used to help guide quarterly instruction.

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

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

*Foreign Language Courses.* To support Washington Global's mission of providing "language acquisition," the school offered Spanish courses to all students. This course consisted of conversational Spanish, written Spanish, and honed students' ability to read Spanish. Students also explored cultures of a variety of Spanish speaking countries. As noted in Washington

Global's goals section, 94% of the eighth grade students who were enrolled in Global for more than one year passed the level 1 Spanish language examination.

*Service-Learning.* During the 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. To encourage a student-driven, personalized approach to learning, the teacher followed the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council. Additionally, service-learning ties into Washington Global's mission of creating a community school atmosphere by encouraging school and student engagement in the community, and PBL through a major student-driven project.

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

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

- Contributing towards awareness of child trafficking and the campaign to end it;
- Exploring the culture of and fundraising for Cambodia Reads to provide school supplies for students in Cambodia;
- Fundraising for Mary's Meals to provide school lunches to students in developing countries.

In addition to class-specific service-learning projects, all Global students participated in a peace walk to promote peace and unity through Ward 6 near the King Greenleaf Recreation Center. Students mobilized community members, including students' family members, the school's School Resource Officers, and members of the Greenleaf community. The students delivered a positive message of togetherness and peace for DC.

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

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

*100 Black Men of Greater DC:* Washington Global began a partnership with 100 Black Men of Greater DC during the 2018-2019 school year. Through the partnership, Washington Global students participated in financial literacy courses at the school.

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

*Innocents at Risk:* Innocents at Risk is a 501(c)3 non-profit organization that combats child trafficking. Innocents at risk educated 7<sup>th</sup> and 8<sup>th</sup> graders during the 2018-2019 on how to remain aware and stay safe.

**Goals**

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

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

Year Two Goal	Met/Not Met	Evidence
90% of students will have achieved at least level 1 proficiency in one foreign language by the eighth grade.	<i>Met</i>	<i>To gauge whether its eighth graders had achieved proficiency in Spanish, Washington Global PCS administered Level F “Descubre el español con Santillana”, SantillanaUSA examination in May 2019 to all eight graders, who, per the school’s updated business rules approved by PCSB in June 2019, were eligible to take the assessment. 94.1% of students passed the examination.</i>

<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>98.1% of students completed one Washington Global service-learning project. All students engaged in one project focused on one of the following topics: Fundraising for Mary’s Meals to provide school lunches in developing countries; Anacostia River clean-up efforts; Raising awareness to combat child trafficking; Learning about the Cambodian education system and raising funds and resources for Cambodia Reads.</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, completed the project, and presented the project in a showcase in June 2019. Jessica Sutter, the Ward 6 State Board of Education Representative, attended the showcase.</i></p>
---	-------------------	--

**B. Lessons Learned and Actions Taken**

*Math Program Restructuring.* For its first three years of operation, Washington Global’s core math program appeared to have all of the core elements to drive student achievement: Teachers rated highly through the Danielson Evaluation Framework, a rigorous curriculum aligned to grade-level CCSS, co-teachers to support Washington Global’s 29% special education population, and intensive instructional coaching. Although student achievement grew, MGP remained stagnant. During 2016-2017 PARCC cycle, only 7.7% of Global students scored a 4 or higher in math, with growth to 12.1% in the 2017-2018 school year. Math MGP also remained stagnant, with Global receiving a 43 MGP in 2016-2017 and a 42 MGP in 2017-2018. Moreover, i-Ready benchmark data in the fall of 2018 revealed that 59% of students were entering Global two or more grade levels below in math. Based on PARCC student achievement data trends and i-Ready benchmark data, the school’s leadership concluded that an alteration to the math system was needed. The leadership team sought to reconfigure the math classes to ensure that students were being provided both standards-based, rigorous content and foundational skills in the same setting, which would enhance differentiation and drive student achievement.

*Actions Taken:*



- *Blended Learning Model Implementation in Math:* Washington Global’s leadership team conducted extensive research and sought the expertise of math curriculum consultants to develop and implement a blended learning model that provides intensive skills-based remediation while still teaching students rigorous grade-level CCSS. The model includes a CCSS-aligned direct instruction station, two blended-learning stations using IXL and i-Ready, and a remediation or collaborative learning station. The students rotate through the stations (18 minutes at each station). General education and special education teachers lead the direct instruction and collaborative stations and monitor the computer-based stations. The model provides for differentiation, rigorous academic content delivery, and intensive intervention all in one classroom setting.

The new model yielded significant academic results. Based on PARCC performance data for the 2018-2019 school year, Global’s math MGP increased significantly from the 2017-2018 school year to a 54 and the school’s overall math proficiency rate improved to a 14.6%.

### C. Unique Accomplishments

*South Korean Embassy Partnership:* During the 2017-2018 school year, Washington Global forged a partnership with the South Korean Embassy. Through the partnership, the Embassy funded and offered an afterschool Korean class for Global students. During the 2018-2019 school year, Washington Global was able to receive additional support from the South Korean Embassy to offer a Korean class during the school day. This class focused on Korean language, culture and history. The addition of this class allowed students to have the opportunity to learn an additional foreign language and have exposure to the Embassy.

*Washington Global Annual Peace Walk:* Since 2017, Washington Global has held an annual peace walk through various areas in DC where the school’s students reside that have been impacted by violence. Washington Global’s students plan and lead the walk, and collaborate with the police and other community members to promote peace in DC.

#### **FY18 List of Donors over \$500 7/1/2018-6/30/2019**

<b>Name</b>	<b>Memo/ Description</b>
Korean Education Center	Donations
Whiting Turner	Donations
R & R Mechanical Contractors Inc	Donations
Building Hope	Donations
PMM	Donations
Daniel Brewer	Donations
United Bank	Donations
Arent Fox	Donations
Preferred Meals	Donations
Teresa Curristine	Donations
EdOps	Donations
MCN Build	Donations

*Page left intentionally blank*

# Data Report

## FY 2018-2019 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: 216

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	70
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	79	67	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.

### Student Data Points

School	<b>Total Number of Instructional Days:</b> 180  Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate:</b> 14.8%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> .26%
PCSB	<b>Average Daily Attendance:</b> 94.1%
PCSB	<b>Mid-year Withdrawals:</b> 4.6% (10 Students)
PCSB	<b>Mid-year Entries:</b> .5% (1 student)
PCSB	<b>Promotion Rate:</b> 100%
PCSB (SY 14-15)	<b>College Acceptance Rates:</b> Not applicable
PCSB (SY 14-15)	<b>Graduation Rates:</b> Not applicable

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 88%
School	<b>Number of Teachers:</b> 18

	“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.
<b>School</b>	

## Appendices

### A. Staff Roster

<b>Employee Name</b>	<b>Title</b>
Kambon, Malene	Dean of Student Culture
Boroughs, Deborah	Special Education Teacher
Brooks, Suzanne	Director of Specialized Programs
Berry, Deloreis	Math Teacher
Brocato, Matias	Spanish/Math Teacher
Whitted, Yolanda	Language Arts Teacher
Gabriel, Diana	HR and Operations Manager
Gray, Lynell	Business & Facilities Manager
Brittingham, D’Vore	Special Education Teacher
Davis, Modestine	Instructional Specialist
Vidaurre, Dale	Assistant Dean of Students
Magassouba, Omolara	Director of Intervention
Thistle, Paul	Social Studies Teacher
Jeter, Janelle	Social Studies Teacher

White, Andrea	English Language Arts Teacher
Leftwich, Adarah	Food Service Coordinator
Lombardi, Paul	Instructional Coach
Loran, Fredy	Science Teacher
Makell, Victoria	Special Education Teacher
Mebane, Howard	Principal
Polizzi, Christian	Special Education Teacher
Jackson, Taneeka	Social Worker
Smith, Kennieth	Math Teacher
Hill, Randall	English Language Arts Teacher
Thomas, Meaghan	Science Teacher
Torres, Elizabeth	CEO& Co-Founder
Hill, Gregory	Physical Education Teacher
Young, Astarsia	Global Citizenship Teacher
Flake, Derek	Special Education Teacher
Curtis, Shaquita	Paraeducator
Smith, Kweli	Art Club/Building Substitute

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

## B. Board Roster

Board Trustee Name	Affiliation	Date of Appointment	DC Resident?
Teresa R. Curristine, Ph.D. (Chair)	IMF, Senior Economist	06.01.2014*	Y
Alexandra Fielding Wilson (Vice-Chair)	Long and Foster, Realtor	06.01.2014*	N
Linda Brown (Secretary)	Parent Representative, Housing Counselor Urban League	06.01.2014*	N
Candice Cloos Haney (Treasurer)	Washington Global Co- Founder (non-employee)	06.01.2014*	N
Vanessa Harvey Lykes	Special Educator	10.24.2016	N
Elizabeth Shook Torres, Ed.D.	Washington Global, Co- Founder/CEO	06.01.2014*	Y
Daniel Brewer	Realtor, Compass	5.06.2019	Y
Carlos Ardilla	Attorney, Latham & Watkins	5.06.2019	Y
Kesha Hillary	Parent Representative	9.24.2018	Y
Linda Brown	Parent Representative	10.24.2016	Y

\*Denotes Founding Board Member (3-year Term) re-elected for another term June 2017

## C. Unaudited Year-end Financial Statement

### Income Statement Washington Global Public Charter School

#### 2018-19 Unaudited Financials

Income Statement	Actual
Revenue	
State and Local Revenue	4,579,070
Federal Revenue	431,070
Private Grants and Donations	17,902
Earned Fees	13,424
Total Revenue	5,041,467
Expenses	
Salaries	2,166,283
Benefits and Taxes	360,963
Contracted Staff	5,186
Staff-Related Costs	27,516
Rent	372,059
Occupancy Service	382,277
Direct Student Expense	440,317
Office & Business Expense	404,279
Contingency	0
Total Expenses	4,158,880
Operating Income	882,587

Extraordinary Expenses	
Interest	412,290
Depreciation and Amortization	270,028
Total Extraordinary Expenses	682,319
Net Income	200,268

<b>Balance Sheet</b>	6/30/2019
----------------------	-----------

<b>Assets</b>	
Current Assets	
Cash	1,474,873
Accounts Receivable	81,931
Other Current Assets	97,825
Total Current Assets	1,654,629
Noncurrent Assets	
Facilities, Net	5,856,365
Operating Fixed Assets, Net	24,686
Total Noncurrent Assets	5,881,052
Total Assets	7,535,681

<b>Liabilities and Equity</b>	
-------------------------------	--

Current Liabilities	
Accounts Payable	97,042
Other Current Liabilities	296,464
Accrued Salaries and Benefits	260,217
Total Current Liabilities	653,722
Long-Term Liabilities	
Senior Debt	5,951,154
Other Long-Term Liabilities	(262,985)
Subdebt	453,528
Total Long-Term Liabilities	6,141,696
Equity	
Unrestricted Net Assets	538,207
Net Income	200,268
Temporarily Restricted Net Assets	1,787
Total Equity	740,262
Total Liabilities and Equity	7,535,681

## 2019-20 Budget

	<b>SY19-20</b>
--	----------------

Revenue	
State and Local Revenue	5,034,964
Federal Revenue	443,132
Private Grants and Donations	25,000
Revenue Total	5,503,096
Expenses	
Salaries	2,425,569
Benefits and Taxes	375,595
Contracted Staff	40,000
Staff-Related Costs	29,734



Rent	388,382
Occupancy Service	382,238
Direct Student Expense	482,633
Office & Business Expense	405,310
Contingency	60,000
<hr/> Expenses Total	<hr/> 4,589,461
<b>NET ORDINARY INCOME</b>	<b>913,635</b>
Extraordinary Expenses	
Depreciation and Amortization	311,920
Interest	445,871
<hr/> Extraordinary Expenses Total	<hr/> 757,791
<b>TOTAL EXPENSES</b>	<b>5,347,252</b>
<b>NET INCOME</b>	<b>155,844</b>

*Page left intentionally blank*