

Title I Program Evaluation

At the beginning of the 2012-2013 school year, Two Rivers developed and implemented a plan to use Title I funds based on student and community needs. Data and information were analyzed at the annual Leadership Retreat in June of 2012 and served as the basis for the Title I plan. Throughout the year student data was collected, and the effectiveness of programmatic changes was reviewed. Collective school leadership review of this data occurred during the annual Leadership Retreat June 19th – 21st, 2013.

Two Rivers implemented new Title I programs in 2012-2013 to increase student achievement. The primary new program was the addition of a course, Lab, in the middle school. Lab serves as a way to redefine the activities during the extended day for the middle school, specifically during the time from 3:15 to 4:15 pm. In 2012-2013, the extended day (required for all students) consisted of 4 hours a week of supplemental instruction in literacy or math, depending on the level of need (one day a week the extended day focuses on physical education). For students at or near proficiency, the Lab course deepened understandings of concepts introduced during the regular literacy or math courses during the week and provided opportunities to extend that learning through more advanced projects. For students who were moderately or severely behind grade level, Lab courses were designed to push students towards proficiency faster.

After evaluating the data from 2012-2013, Two Rivers saw improvements in middle school student proficiency. Two Rivers' DC-CAS scores continue to be above the state averages and Two Rivers is seeing student growth and movement towards proficiency. The flexible grouping of Lab allows for students to be placed into groups based on their performance on benchmark assessments. The students may be moved among Lab groups based on their needs and data collected from the assessments (for example, exiting a remedial Lab to an advanced Lab or moving from a reading Lab to a math Lab). Two Rivers tracked student progress and found that students made proficiency gains throughout the year. The Title I funds allow Two Rivers to pay for the additional staffing hours associated with the extended school day, and also to provide the extra staffing to create the small student groups (approximately 8-10 students per Lab class). Title I funds also support the supplemental assessments used throughout the year to evaluate proficiency. Two Rivers will continue Lab for the 2013-2014 school year.

Another major area of supplemental student support was the after-school tutoring program in the elementary school. This Title I-funded program is a supplementary extension of the school day for students in grades 1-5, and provides intervention programming in reading or math. Each year, Two Rivers admits students at every grade

level, space permitting. With the continual arrival of new students, classrooms consist of students with a variety of proficiency levels. Two Rivers' tutoring program is the largest and most successful supplemental program in the Elementary School to address this issue. The literacy and math intervention tutors implement supplemental after-school tutoring programs for elementary students at risk of failing to meet state learning standards. Students that score in the fiftieth percentile or lower on the MAP assessment are recommended for the program. Two Rivers' Assistant Teachers lead the tutoring groups and coordinate the program with classroom lead teachers, families, and school's goals for literacy and math. The program is overseen by the Elementary School Assistant Principal to ensure fidelity to the model. Student progress is monitored through the *Passport and Ticket to Read* assessments for the language arts programs and *V-Math* and *V-Math Live* assessments for the math programs. The program is differentiated and integrates progress monitoring, re-teaching procedures, correction support, and data management. Overall student proficiency and progress is assessed through benchmark exams in the classroom as well as through the supplemental whole school MAP and ANET assessments.

Two Rivers' tutoring program is one of the most effective means of raising levels of student proficiency in basic skills and knowledge. Since implementing the current program, Two Rivers has seen continual gains in student scores and movement from students in the basic and below basic categories towards proficiency. The tutoring program allows for small grouping of students and individualized instruction and still maintains instructional continuity through the use of structured intervention program materials and administrative oversight.

Two Rivers is a data-driven school using a variety of assessments to monitor student progress and adjust instruction. One of the assessment tools used by Two Rivers and funded through Title I funds is The Achievement Network (ANet) series of assessments. ANet provides Two Rivers with student assessment results that allow teachers and instructional leadership to identify and close gaps in student learning. These assessments have also allowed Two Rivers to group students according to need and provide the necessary support. ANet continues to be an assessment resource that allows teachers and administrators to measure students' success on a quarterly basis. The results of these assessments have shown growth and movement towards proficiency.

An area in which Two Rivers has been able to increase staff retention and effectiveness while providing improvement in academic achievement has been in the creation and implementation of the Instructional Leadership Team (ILT). The ILT consists of instructional leadership (Principals, Assistant Principals, Director of Student Support, and Instructional Guides) along with teachers who have agreed to serve as Teacher Leaders. This group meets monthly to review schoolwide data related to instruction, plan instructional goals for the year, design and implement instructional strategies, and reassess student and classroom data. The ILT also observes teachers, teach model

lessons, and gathers and analyzes data. The ILT provides leadership opportunities for teachers by offering Teacher Leader positions, funded through Title II funds. These Teacher Leaders are part of the ILT and learn leadership skills while tackling student achievement issues. Two additional Teacher Leadership positions for the 2013-2014 school year were created in response to the ILT's effectiveness and to provide more leadership and career growth opportunities for Two Rivers teachers.

Over the past two years, Two Rivers has had an influx of new students at the upper tested grades (grades 3-8) and several grades have students with behavioral challenges. Students new to Two Rivers at these upper grades tend to have lower rates of proficiency and academic deficits than students who have been at Two Rivers Elementary School for multiple years. New students also arrive with undiagnosed and unaddressed special education needs. Two Rivers has greatly expanded its Student Support Team (SST) program over the past two years to respond to these higher levels of academic and social needs. The Student Support Team (SST) process brings together a team of teachers, family members, and administrators to meet and discuss educational and behavioral supports needed for students at risk of failing to meet DC academic achievement standards.

The academic supports that Two Rivers has in place for students have shown results. Two Rivers' DC-CAS Reading scores in 2012 were the second highest among charters, and 13th among all public elementary schools in the District, with a 74.1% of students proficient. In math, 72.6% of Two Rivers Elementary students were proficient, the 15th highest in the city and 4th highest among charters with elementary school grades.

Two Rivers knows its program works to raise academic achievement, but it also knows that good teaching and learning are most effective over time. New students tend to enter the school at lower levels of proficiency than students who have been part of the Two Rivers program. Some students are receiving needed academic and special education interventions for the first time at Two Rivers. The Two Rivers program works to raise proficiency levels for all students, but the program takes multiple years to significantly increase achievement.

Over the past three years, the individual counseling caseload on the school counselors has doubled. While counselors are conducting individual sessions, they have less time to work with individual students or groups of students that have counseling needs but do not have IEPs mandating counseling. Counselors also have less time for attending meetings convened as part of the Student Support Team process.

In 2011-2012 and 2012-2013, Two Rivers expanded its SST process to include more students than those previously referred as a result of data analysis conducted by the entire Two Rivers leadership team at data summits held in June 2011 and June 2012. One group of additional students referred as part of this process were students who were generally new to Two Rivers Elementary School and who entered the school with

extremely low levels of proficiency in reading or math (as measured by DIBELS, DC-CAS, Achievement Network, or MAP assessment data) and who had not made adequate progress or growth over the course of the school year, despite school interventions. The other group of students was identified as students who had not shown standards mastery or shown expected academic growth despite being part of the Two Rivers Elementary School for more than two years and having access to the interventions and programs already in place at the school. In 2013, with funding from the SOAR grant, Two Rivers has added a Student Support Team Coordinator to address these growing needs.

Students at Two Rivers are offered a number of supports for reading, including two teachers in every classroom (one lead and one assistant), after school tutoring in reading, special educators assigned to each upper elementary and middle school grade, and appropriate push-in and pull-out special education services. Teachers use a number of research-based reading interventions and have scaled texts to teach the same content at a variety of reading levels in the same classroom. It is not enough to move students who arrive with severe educational and special needs deficits to the upper elementary grades as new students. The reading levels of new 3rd to 5th grade students are so low that additional focused instruction and technology supports are needed.

To address the needs of these students, Two Rivers has hired a reading coach, English Language Learner teacher, and a reading specialist for the 2013-2014 school year. These positions will help Two Rivers address missing its reading AMOs on DC-CAS. Hiring these teachers allows for focused reading-specific intervention with small groups of students within the classroom setting or as a pull-out program depending on the needs of the students. These teachers will also ensure that the lowest readers have access to the best technological tools to be able to move farther towards proficiency.

Data from the 2012-2013 program, which includes behavior data, incoming student test scores, and scores of students who have not made expected progress but have been with Two Rivers for multiple years inform the 2013-2014 goals and program enhancements. Two Rivers is expanding or implementing the following programs in response to these multiple data points:

1. Creating additional opportunities during an extended school day for students to learn academic content (through tutoring, Lab, creative writing, and small group reading intervention);
2. Developing and implementing a curriculum for Middle School Crew (through funding provided by the SOAR grant);
3. Conducting Summer Bridge program for incoming middle school students new to Two Rivers that allows for testing for academic placement and an introduction to Two Rivers culture and expectations to help reduce behavior incidents at the start of the school year;

4. Expanding the scope of the SST program. Reviewing data on students who have not progressed and have indicated behavior and home life issues impacting student academic performance (e.g., substantial tardiness and absences) that the SST process can help address with families; and
5. Writing curricula for all Lab classes and the hiring of an administrator to hold Lab teachers accountable for learning targets.