

TITLE I PROGRAM EVALUATION WMST PCHS 2013 SUMMARY

WMST conducts its Title I program evaluation at the end of the school year in order to use data collected and information gathered to better plan for the upcoming school year.

Overall curriculum and standards have been examined, revised and revisited where applicable to allow for optimum teaching and learning experiences. Throughout the school year teachers work to create or recreate objectives that aligned to national and federal standards and daily/weekly pacing guides providing guidance on teaching standards are developed and implemented. Professional development is supported by keen attention to these standards and lesson plans are developed to include instructional strategies aligned to content and instructional best and promising practices with required benchmarking. Department chairs meet with the Leadership Team on weekly basis to capture modifications and document revisions.

Although there have been significant supports put in place, differentiation of instruction remains a challenge in most classrooms. Differentiation that takes into account student diversity in learning styles and aptitudes were incorporated to instate modified instruction strategies and materials for English Language Learners (ELL), Special Education (SPED), low, moderate and advanced learners. Students learn sensory perception through manipulatives, smart board applications and interdisciplinary collaborations in support of model performance indicators (MPIs). Formative and summative assessments are used to track and evaluate student performance and to drive instruction methodologies. Formative assessments have been designed to elevate the educational abilities of students and create ongoing innovation of instruction for teachers. Students work in small groups, receiving feedback from peers while integrating technology into assignments and projects. SPED, ELL and all students learn to communicate across multidisciplinary elements i.e. social and instructional, English, mathematics, science, technology and social studies.

Title I Program Evaluation

Assessment and Analysis

During the school year WMST is committed to ongoing assessment to improve teaching and increase student achievement. Numerous assessment instruments utilized in various ways include addressing and supporting projections and expected outcomes based on the plan set forth for that period. Some of our assessments with regard to instruction and related academic implements included, but were not limited to:

- Achieve 3000's TeenBiz Computer Assisted Instruction Assessments given to all of 9th and 10th graders.
- Achieve 3000 Lexile Pre, Interim and Post Tests given to 100% of students
- ALEKS Math Computer Assisted Instruction Assessments given to 100% of math students
- Formative and Summative Assessments given to 100% of students
- Quarterly exams given to 100% of students
- PSAT assessment given to all 9th, 10th, and 11th graders
- Performance Interim Assessment (PIA) given to all 9th and 10th graders to assess proficiency level
- DC CAS reading test given to all 9th graders as a predictive assessment
- DC CAS reading, math, and composition assessments given to all tenth graders
- DC CAS biology assessment given to all students who take regular and honors biology classes

These assessments were employed to confirm students' strengths and uncover areas needing attention and to support or reject several targeted statements relative to learning and teaching. All assessment data were made available regularly in a user friendly format and analyzed by leadership team and teachers during PLC (Professional Learning Community) sessions and teachers use the data to re-teach, re-evaluate and re-assess.

One hundred percent of students take subject-area exams at the end of each quarter and final exams at the end of the course. One hundred percent of teachers are required to provide accommodations for SPED students when administering assessments.

In the bulleted areas above hypotheses were made that if WMST worked diligently in providing these key supports that students would excel at higher levels in all testing areas and in improving their GPA's as well as their behaviors and attitudes towards learning. With regard to these areas assessment results showed results for the following:

DC CAS

- DC CAS reading test given to all 9th graders as a predictive assessment
- DC CAS reading, math, and composition assessments given to all tenth graders
- DC CAS biology assessment given to all students who take regular and honors biology classes

A formal analysis of DC CAS data was conducted in the 2011-2012 school year. Title I student learning proficiency standards were planned and executed based on an analysis of what we learned from this analysis. Student learning goals as stated on the Title I Progress Reports were based on the state standards which were identified as weak areas needing additional interventions. At the beginning of this school year, after reviewing the content and format of last years' grade 10 DC CAS, and additionally through ongoing observations of students reading and math scores and behavior, insightful information yielded information showing that one reason students were and may not be demonstrating greater proficiencies is due to the fact that they do not understand the vocabulary, have difficulty with reading comprehension, literacy skills and also lack adequate math skills when entering WMST, thereby requiring remediation and

additional help to bring them up to grade level reading and math. They are also unfamiliar with the format and process of DC CAS tests. Title I teachers in grades 9 and 10 are primed at the beginning of each school year to teach, as well as provide activities such as those bulleted above to prime students to master DC CAS testing and associated learning standards. We also began to incorporate DC CAS-like open response questions into our guided reading lessons. We also began to use the language and vocabulary of the DC CAS in daily Title I literacy groups. We additionally plan specific activities throughout the day to provide access to students needing further support. Reinforcement of teaching and classroom activities play out in sustained interventions until DC CAS testing. In 2013, WMST's tenth graders have earned a **"RISING"** classification and an accountability score of **55.9**, which falls within the second highest ranking category. In fact, composition was counted for the first time this year and our students achieved a **58.9** percent proficiency rating in that area, with **14** students achieving a score of **advanced**.

A Final Note

During its mid-year Charter Renewal Site review in January, 2013, the D.C. Charter Board performed an "audit" on WMST's overall teaching and learning activities utilizing Charlotte Danielson's Framework for Teaching covering 2 basic domains of learning: the classroom environment and instruction delivery. WMST's leadership and faculty were pleased to have been cited for various considerable strengths:

Strengths observed:

- Varied instruction delivery strategies –
- Connections made to real life –
- Rich literary program in English classes –
- Plenty of books and materials in all classes -
- Classroom libraries -
- Respectful dialogue
- Plenty of technology hardware including classroom computers
- No problems gaining access to computers
- Access to on-line computer programs
- Common planning opportunities
- Professional Learning Communities
- No evidence of student misbehavior

In FFY12-13, WMST spent its Title I and Title YY funds on additional resources that helped increase not only our students' GPA, the number of students in the Principal and Regular Honor Roll lists, but also, increased the number of students qualified to take Honors, Advanced Placements, IB and PLTW courses in FFY 2013-14.

