



TWO RIVERS PUBLIC CHARTER SCHOOL

# Annual Report

2017-2018

**Clara Haskell Botstein**  
*Chair, Board of Trustees*

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# About Two Rivers

## Mission

To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

*The mission is supported by the following goal:*

When students graduate from Two Rivers, they will have the cognitive and social skills to succeed in high school and college so that they are positioned to have rich and varied options for their future.

## Curriculum and Instruction

Two Rivers Public Charter School is an educational environment where students and staff are a community of learners on a journey of discovery. Founded by an energetic and committed group of DC parents, Two Rivers uses EL Education, formerly Expeditionary Learning, a model of education that emphasizes interactive, hands-on, project-based learning. The school focuses on the whole child, recognizing the importance of character education and the social-emotional needs of children while helping them achieve academic excellence.

The Two Rivers community shares a strong belief that all children can learn and be high achievers. The curriculum at Two Rivers is rigorous, standards-based, and provides opportunities for students to excel in all areas. An integrated arts program and a content-based Spanish program augment the school's demanding academic program. These elements come together through learning expeditions that allow students to incorporate and apply their classroom learning through real-world experiences.

Two Rivers' curriculum encompasses many areas of study and utilizes the Common Core Standards to guide student learning. All students participate in language arts, math, social studies, science, Spanish, physical education, drama, art, and music as part of their regular program. Two Rivers' curriculum framework outlines essential areas of study in science and social studies covered at each grade level. Included topics provide an interdisciplinary framework upon which all children can build their knowledge year after year, ensuring that by the time a student graduates from eighth grade, he or she will have studied critical aspects of each discipline: physical science, life science, and earth science in the sciences, and geography, civics, history, and economics in social studies.

Two Rivers uses a balanced literacy approach to teaching reading, both through the use of authentic, compelling pieces of literature and informational text and through direct instruction in fluency and decoding skills. At upper grades, students focus on in-depth reading comprehension through complex text sets in literacy units and expeditions. Two Rivers' literacy program also includes direct instruction in the mechanics of reading, reading comprehension strategies, vocabulary development, and writing.

Math instruction at Two Rivers guides students to develop a comprehensive understanding of mathematical concepts,

encompassing everything from a strong sense of numbers to conceptual understanding of shapes in space. Two Rivers uses enVisionMATH in the elementary grades and the University of Chicago School Mathematics Project in the middle school. The emphasis in these programs is not to teach specific algorithms to solve problems, but rather to guide students through a process of exploration around mathematical ideas and to introduce them to multiple methods of solving problems. Through this approach, students develop a greater level of understanding of the mathematical concepts and thus fully comprehend not only how to do an efficient algorithm but understand why it works. In addition to building students' conceptual understanding of math, Two Rivers also works to develop students' efficiency with numbers and computation. Through regular focused time to increase speed and proficiency, students are better able to access the rudimentary mathematical skills they need to further deepen their understanding and apply mathematics to relevant situations. Two Rivers' math program is designed to develop proficiency in mathematics so that all students are well prepared to succeed in high school. With that in mind, Two Rivers offers credit-bearing algebra and geometry courses for middle school students who have demonstrated that they are prepared for work in more advanced mathematics.

Learning expeditions, a component of EL Education, are the main instructional vehicle for social studies and science learning. EL Education is based upon the tenet that studying something in depth will help students develop lifelong learning skills more successfully than studying a broad range of topics in less detail. While teachers at Two Rivers aim to cover the standards for each child in a grade, two areas of study are explored in much greater depth each year. These topics are selected from the curriculum framework. All units of study involve intensive research, reading, writing, scientific exploration, and real-world application. Two Rivers' curricular programs are aligned with the school's mission, instructional, and character development programs.

To realize the mission, Two Rivers believes that students need more than the core content and basic skills of a traditional school curriculum. Students need to develop skills associated with critical thinking, problem-solving, collaboration, communication, and character; or what are collectively called 'deeper learning skills.' Two Rivers is committed to cultivating the important deeper learning

skills that all students need to have rich and varied options for their future. These skills enable students to solve any type of complex problem they may encounter.

The skills of critical thinking and problem-solving require mastery of core components:

*Decision-Making*

The ability to think critically about what one is doing and evaluate many potential choices

*Effective Reasoning*

The ability to create claims and support them with logical evidence

*Problem Solving*

The ability to identify the key questions in a problem, develop possible paths to a solution, and follow through with a solution

In addition, Two Rivers believes that students can build character skills that will aid them in accessing deeper learning. *Character* are the intrapersonal skills necessary for success. Character involves being able to monitor and direct one's own learning, as well as cultivating positive attitudes and beliefs about one's academic abilities and identity as a learner. It also involves the skills of setting goals, maintaining attention to detail and precision, and cultivating a growth mindset. Additionally, character involves personal integrity in both work and relationships. Thinking about character in these ways values how individuals think about themselves both as learners and more broadly as people.

To help students understand and define character, Two Rivers developed four "scholarly habits," which are shared with students, discussed frequently, and create a shared language for these sometimes hard-to-define traits. Two of the four habits speak directly to habits of character:

*I work hard:* This scholarly habit is characterized by a strong work ethic that values both completing work in a timely manner and producing work of high quality. This is often highlighted when students persevere through difficult tasks and pay attention to the craftsmanship of their work.

*I am responsible and independent:* Students develop this scholarly habit when they demonstrate personal integrity while completing work and interacting with others. This is particularly evident in self direction and a positive outlook toward learning.

Collaboration and communication are interpersonal skills that help people work well with one another. Both collaboration and communication involve being able to read the vast number of verbal and nonverbal cues that we all use to communicate our ideas and emotions. People need to learn to build shared understanding, negotiate outcomes, and cultivate trust to work together to solve the problems that no one can solve alone. Students learn two scholarly habits in particular that speak explicitly to the development of collaboration and communication skills:

*I am a team player:* This scholarly habit is defined by the ability to collaborate effectively with others and share responsibility for work. This includes listening effectively to others and compromising to develop mutually beneficial solutions.

*I care for my community:* This scholarly habit is characterized by the ability to engage with empathy and respond with compassion toward others. Students care for their community when they actively work to understand and help others.

# Parent Involvement

As a parent-founded school, Two Rivers cares deeply about the partnership between parent and school. One of the many ways to maintain this important relationship is through a formal parent involvement structure, the Two Rivers Parent School Association (PSA). Established during the 2011-12 school year, the mission of the PSA is to provide a structured forum for Two Rivers families and staff to contribute their time and talents for the continued success of the school. Through the PSA, parents are encouraged to attend monthly meetings, engage with other parents at PSA-sponsored events and fundraisers, or participate on one of many initiative-focused committees. In 2017-2018, each building elected its own PSA president, and an executive committee was formed to ensure cross-campus collaboration. Campus-specific committees helped to involve families at 4th Street and Young in projects that best fit their needs.

In 2020, Two Rivers' middle school will begin to double in size and outgrow the building in which the middle school is currently sited. This year, Two Rivers leadership embarked on a decision-making process about the future site of the newly-expanded middle school. This process was deeply rooted in stakeholder feedback, and Two Rivers families had multiple opportunities to weigh in on this important decision. The leadership team gathered data from families through surveys and multiple evening listening sessions. Quantifying the factors that were most important to families was key in arriving at a decision that would support the success of our middle school model and be financially feasible in the short and long-term.

In accordance with the above criteria, the Board made the decision to site Two Rivers' future middle school at our Young campus. Following this decision, families were invited to evening sessions that would provide even greater transparency into the decision-making process and outline next steps. One of the most immediate results of these follow-up sessions was the formation of the Transportation Task Force, a committee of parents, chaired by a Two Rivers leader, dedicated to problem-solving difficulties that middle school families might experience given a new commute and/or multiple drop-offs.

Two Rivers is proud to have consistently high parent involvement from year to year, and the 2017-18 school year was no exception. Showcase was attended by more than 95% of Two Rivers families at each building. Showcase, held twice each year, is a capstone presentation where students share with family and community members the process and final products of their semester of learning. Consistently high Showcase attendance is a testament to Two Rivers parents' belief in and commitment to their child's learning.

Annual Math, Literacy, Arts, and Spanish Nights, which help promote a joyful exploration of learning for the whole family, were very well-attended by students and parents alike.

# Performance and Progress

## *The Mission in Action*

Now in its 15th year, Two Rivers has remained committed to its mission to nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

As detailed above, Two Rivers defines expanded outcomes for its students, of which performance on traditional assessments is but a part. Two Rivers continues to achieve its mission by creating a nurturing community, developing life-long learners, and ensuring that students are equipped with the tools and skills they will need to be self-advocates throughout their lives.

To nurture students, Two Rivers founders recognized the importance of creating an environment where all families and students felt welcome and supported. On the 2018 Comprehensive School Climate Inventory, Two Rivers continued to receive high ratings (greater than 3.5 out of 4 possible points) from students and families on indicators related to their physical surroundings, respect for diversity, rules and norms, the support of adults and students, and support for learning.

Central to our mission is the importance of developing in students a love of learning for its own sake. Two Rivers believes that important learning and development take place when children challenge one another, ask questions, and work collaboratively in order to build on one another's knowledge. To that end, students at Two Rivers are challenged to use their critical thinking and communication skills through participation in problem-based tasks throughout the year. Problem-based tasks are at the heart of expeditions, acting as rich, compelling tasks that drive students to think critically and creatively to develop a collective response or solution. At the end of each semester, students unveil the products of their expedition in the form of vibrant, high-quality work for parents and community members at Showcases of Student Learning, events that are regularly attended by more than 90% of Two Rivers families.

Another way that students share their learning in the middle school is through student-led conferences and portfolio assessments. First launched during the 2011-12 school year, student portfolio assessments continue to be an important component of the Two Rivers middle school experience and are a compelling example of the mission in action. Students in grades 6 through 8 present a portfolio of high-quality work to their parents and guardians twice a year. Students in grades 4 and 5 also create portfolios to share with their families. Students present three to five pieces of work, and explain the skills, knowledge, and processes necessary to complete the work.

Seventh graders participate in a Passage Portfolio which elevates the stakes for the transition from 7th grade to 8th grade. Students present their work to a panel of Two Rivers staff who then ask probing questions and inspire students to discuss their strengths, areas that need development, and growth over time through revision. Students must pass the Passage Portfolio before they are promoted. This process asks to students to meet intentionally-set high expectations. If students fail within this structure, they are

afforded multiple opportunities to learn and grow. About half of 7th graders do not pass their initial Passage Portfolio and are asked to revise their work and return with a higher-quality presentation. In support of this process of revision, middle school leadership decided during school year 2017-2018 to move the Passage Portfolio presentations to January. This allows students adequate time to revise their work as needed before the end of the semester.

## *Goals and Academic Achievement*

Students' performance on academic assessments are a part of the Two Rivers mission, and Two Rivers continues to outperform the DCPS average, charter average, and the state average in both math and ELA on the Partnership for Assessment of Readiness for College and Careers (PARCC) and ranks among the highest performing charter school networks in DC. Two Rivers recognizes that despite the school's performance, the achievement gap remains.

In addition to adopting the Performance Management Framework (PMF) as Two Rivers' goals and academic achievement expectations, Two Rivers has also adopted the following goal: on the EL Education Implementation Review, each Two Rivers campus will meet or exceed its yearly target score (set and uploaded to Epicenter by July 1 of the previous school year). This review ensures that Two Rivers is implementing its model with fidelity and achieving core components of its mission: students actively engaged in learning that matters.

In the 2017-18 school year, Two Rivers is proud to have exceeded the yearly target for the EL Implementation Review. The EL Implementation Review assesses all aspects of school life including curriculum, instruction, assessment, culture and character, and leadership. Each dimension includes several practices, and each practice is scored on a scale of 1 to 5, where 1 indicates initial implementation, a 3 indicates moderate implementation, and a 5 indicates exemplary practice.

Two Rivers at 4th Street is pleased to have scored a 4 or 5 on 23 out of 26 indicators. No indicators were scored lower than 3. Two Rivers' target score on the review is 98 and in the 2017-18 school year, the school scored 102. A particular area of strength in which Two Rivers at 4th Street scored 5 out of 5 points was: positive school culture.

Now in its third year, Young scored 99, exceeding the target score for the 2017-18 school year by 15 points. Young demonstrated strong implementation of the EL Education model across many indicators, improving particularly in the areas of "Culture of Writing" and maintaining its performance in the indicator for positive school culture.

# Unique Accomplishments

## *Two Rivers Recognized in Finland as Top Education Innovator*

Finland's HundrED Global named Two Rivers as one of 100 global innovators in education for our assessments for deeper learning (problem-solving, effective reasoning, and decision-making). This work is revolutionary as Two Rivers is attempting to assess something that is both difficult to measure, and it is done formatively; that is, not as a high-stakes endpoint, but as a way of feedback for students and for informing more effective instruction. This work hopes to shift educators' mindsets from assessment of learning to "assessment **for** (deeper) learning." Two Rivers argues that deeper learning can be defined through rubrics, instruction can be aligned to these rubrics, and short performance-based tasks can effectively quantify students' performance.

These deeper learning assessments have been a work-in-progress since 2010. We are grateful for the support of our funders - CityBridge Foundation, Next Generation Learning Challenges, and Assessment for Learning Project. In the latest phase of our work, we are building a cohort of DC schools to scale the use of deeper learning assessments.

## *Framing the Future Gala Reaches \$1 Million in Philanthropic Support*

For 14 years, Framing the Future Gala & Auction has been Two Rivers largest fundraiser in support of arts programming. This year's Gala, held on March 9, reached several new milestones. In addition to the annual Gala earning over \$1 million since its inception for arts programming, this year's event set several individual year records earning more than \$143,000 through sponsorships and ticket and auction sales. The auction included donated work from 16 featured local artists. Additionally, the Gala benefited from 90+ sponsors and hosted more than 470 attendees at Union Market's Dock5.

## *Integration of Lunchtime Software*

To help in the management and the mitigation of financial loss in Two Rivers' National School Breakfast and Lunch Program, the operations team integrated a new Point of Service software system. The system allows teachers to complete the meal time point of service online and allows the operation staff to receive real-time Point of Service completion data. A big feature of the software is the reporting and trend data we receive regarding meals consumed. Having access to immediate data allows us to place meal orders that accurately reflect need, thus mitigating loss from over-ordering. The new software also minimizes data entry errors that would occur between the classroom point of service and the monthly submission of meal reimbursement claims.

## *Middle School African Drummers featured on ABC7 News*

Our sixth grade students in the West African drumming arts elective helped teach Kidd O'Shea host of ABC News 7's Good Morning, Washington segment, 'Kidd Around Town' to play a rhythm on the djembe during a visit to our middle school. O'Shea interviewed the students, African Drumming teacher, and principals, and performed alongside the students. The segment was aired live on April 9 on Good Morning, Washington! The African Drumming class is a favorite amongst Two Rivers Middle Schoolers, having been a Middle School Arts elective since 2012.

## *Parents Present 'Share Your DC' at Charter School Conference*

Following the violent events in the summer of 2016 that traumatized the nation, and in response to the division that continues to affect our country, Two Rivers leaders launched a parent and staff expedition called Share Your DC in 2016. At the heart of this expedition is a problem: *In our country and our world, people struggle to understand each other. Our Two Rivers community is a diverse one. How well do adults in our community know and understand each other? How well are you understood by others? How can we make meaningful connections across difference?*

Since 2017, Two Rivers' parents have modified and facilitated SYDC, which has trained over one hundred participants. At the February 2018 FOCUS DC Charter School Conference, Two Rivers parents facilitated a session on SYDC so that others could adopt or adapt our practices. Next Generation Learning Challenges and EL Education also featured SYDC in their publications this year.

## *Middle School Special Education Teacher Awarded Fellowships*

Middle school special education teacher Rebecca Wenstrom was named a Teach Earth fellow and a Fund for Teachers Fellow in 2018. The Teach Earth fellowship is awarded to exemplary teachers who desire to improve science education. The Fund for Teachers grants teachers the opportunity to design and fulfill self-designed fellowships. Both these awards allowed Rebecca to research with the Churchill Northern Studies Centre in Manitoba, Canada. She collected evidence about the impact of climate change on nearby wetlands and learned skills and methods of scientific field research. Rebecca will use her new learning in support of the 6th grade's climate change expedition.

### *Launch of 9th Grade Support Program*

Through a SOAR-funded grant, Two Rivers partnered with DC Prep's PrepNext to learn from and develop a program to support our 9th grade alumni during their critical year of transition to high school.

The alumni support program paired 9th graders with a counselor from Two Rivers or PrepNext for monthly touches to check progress on goals and offer coaching. Students who attained superior academic results after the first quarter attended celebratory +3.0 GPA events, and those who needed additional supports participated in Sphere of Influence conversations. These tough but supportive conversations helped students see their current trajectory, their support network, and a path towards success.

The 9th grade support program serves as "airbags" in the event that the transition to high school is shaky. Additionally, the program allows the collection of rich data about student progress in a pivotal year - data that is helpful to inform academic and other skill development of middle schoolers.

The success of the program has prompted Two Rivers to invest in creating an in-house version of PrepNext for SY18-19 to support rising 9th graders.

### *Competitive Grant Funding Supports Construction Projects at Young to Enhance Students' Learning*

Two Rivers was awarded two grants that will fund major construction projects to support our model:

The first, the Special Education Enhancement Fund (SEEF) Competitive Grant award of \$418,000 will allow Two Rivers to enhance network-wide supports for special education students. The grant was designed by OSSE to support schools in expanding their continuum of services and improving long-term outcomes for special education students. There are three major components to the grant: developing a fully co-taught early childhood classroom, which will serve as a model for expanding co-teaching to other grades in future years; building a high quality sensory/resource room; and enhancing our behavioral support services.

The second, Scholarships for Opportunity and Results (SOAR) Act Facilities Grant (\$571,000) will allow Two Rivers to renovate 5,000 square feet of shelled space at the Two Rivers at Young Campus, thus adding instructional space for an additional 100 seats for students in grades 4 and 5 (50 students in each grade) and preserving individual classroom space for each specials class: Music, Art, Drama, and Spanish. The purpose of SOAR Act grants are to improve school performance and educational outcomes and to provide facility funding in order to increase the number of high-quality public charter school seats in DC.

### *Students Win at DC STEM Fair*

Three Two Rivers middle school students won awards in three categories at the DC STEM fair on June 2, 2018: chemistry, plant sciences, and engineering mechanics. Middle School science teacher McKenzie Baecker explained that the process for creating a successful STEM Fair project is one that is closely aligned with the learning model which our students are already quite familiar. "The STEM Fair provides students with the opportunity to choose a topic of interest and dive deep into the science, while being analytical and creative."

STEM Fair projects are judged using a rubric that evaluates students in skills that Two Rivers students apply daily across all subjects in our problem-based curriculum. Categories included clear identification of a specific and solvable question or problem, the critical thinking behind the design and methodology to grapple with the problem, creativity of approach, analysis and interpretation of data, poster display, and the ability to communicate their work and findings through interview.

Accustomed to learning expeditions that allow them to grapple with real-world problems, our students had no trouble selecting relevant and useful topics for their projects. McKenzie says, "Students explored a range of topics including effectiveness of various energy forms, chemical reactions in laundry detergents, designing solar panels to provide heat at bus stops, and how brain development impacts social interactions." She pointed out that students employed comprehensive and collaborative research strategies, seeking input on their projects from peers, teachers, and experts to ensure rigor and relevance.

McKenzie worked closely with each student from concept through their big day presenting at the fair. She shared, "The STEM Fair is student-driven and it's been a joy watching their personal interests come to life through science. My job is to challenge their thinking and it's incredible how they rise to the occasion, often exceeding expectations, every time."

### *Ten Years of Musicals*

Two Rivers middle school students presented the tenth annual middle school musical, *Mary Poppins, Jr.*, on stage at the Two Rivers at Young campus. This long-running middle school tradition is incredibly popular with students; this year, demand to participate in the musical necessitated the formation of two full casts! More than 80% of our middle school students collaborated on set and costume design; worked diligently to learn lines, choreography, and songs; and even managed sound and lighting equipment, all of which contributed to the success of this year's performance.



### *Anacostia Environmental Youth Summit*

Two Rivers 4th graders complete an ecology expedition each spring, and for the past 14 years, 4th grade teachers have partnered with the Anacostia Watershed Society. This year, the 4th graders attended the Anacostia Environmental Youth Summit and participated in Caring for our Watershed's youth contest. This contest invites students to submit proposals that answer the question: What can you do to improve your watershed?

Both 4th grade classes submitted proposals. One proposal encouraged members of the Two Rivers community to sign up for the Department of Energy & Environment RiverSmart Homes program. Rain barrels, rain gardens, native plants, and permeable pavement were recommended to help improve the health of the Anacostia. The students' plan was multi-faceted plan and included components related to advertising and fundraising. The students' second proposal detailed a Community Clean Up Day during which groups of community members would compete to see who could collect the largest amounts of trash and debris. Two Rivers students were the youngest in this competition billed for middle and high school students and won 2nd and 5th place.

### *Two Rivers Posse Scholar*

We're proud to share that the renowned college access organization, the Posse Foundation, has selected Two Rivers alum Joshua Bryant as a Posse Scholar. Posse will provide Joshua with a scholarship funds and a "posse" of 10 students who will receive support from from the organization throughout their college careers. Joshua is Two Rivers' second Posse scholar.

### *Two Rivers in Print*

Two Rivers was honored this year to receive mentions in several widely-regarded education blogs.

Next Gen Learning (NGLC) featured Two Rivers' work with deeper learning assessment in their MyWays report.

<https://myways.nextgenlearning.org/community-of-practice-1/2017/4/10/two-rivers-public-charter-school>

Share Your DC, Two Rivers' parent and staff expedition, was featured in an Education Week article.

[http://blogs.edweek.org/edweek/next\\_gen\\_learning/2018/02/share\\_your\\_dc\\_a\\_diversity\\_equity\\_inclusion\\_expedition.html](http://blogs.edweek.org/edweek/next_gen_learning/2018/02/share_your_dc_a_diversity_equity_inclusion_expedition.html)

Two Rivers teachers and leaders also wrote articles for online publication this year.

Two Rivers teachers Rachel Owens, Ama Teasdel, and Monica Powell, in collaboration with Director of Curriculum and Instruction Jeff Heyck-Williams, contributed a series of blog posts detailing their work around assessing critical thinking skills.

[http://blogs.edweek.org/edweek/next\\_gen\\_learning/2017/11/yes\\_we\\_can\\_define\\_teach\\_and\\_assess\\_critical\\_thinking\\_skills.html](http://blogs.edweek.org/edweek/next_gen_learning/2017/11/yes_we_can_define_teach_and_assess_critical_thinking_skills.html)

Director of Curriculum and Instruction Jeff Heyck-Williams wrote a piece for EdSurge about "guardrails" - the parameters that Two Rivers teachers define for students to ensure their success during semester-long learning expeditions.

<https://www.edsurge.com/news/2017-09-21-providing-the-right-guidance-and-guardrails-to-support-student-voice-and-choice>

Jeff Heyck-Williams contributed an in-depth look at Two Rivers' fourth grade Jamestown expedition for an Educational Leadership article about authentic problem-solving.

<http://www.ascd.org/publications/educational-leadership/oct17/vol75/num02/Problem-Solving-in-Practice.aspx>

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The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2017-2018 fiscal year:

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William Kent Lavy  
Womble Bond Dickinson  
Yufka Bakery

# Two Rivers Data Report

Enrollment Data			
School	LEA Name	Two Rivers PCS	
School	Campus Name	4th Street	Young
PCSB	Ages served	PK3 - 8	PK3-2
PCSB	Audited Enrollment Total	528	284
PCSB	PK3 Audited Enrollment	36	38
PCSB	PK4 Audited Enrollment	48	48
PCSB	KG Audited Enrollment	50	50
PCSB	Grade 1 Audited Enrollment	50	50
PCSB	Grade 2 Audited Enrollment	50	50
PCSB	Grade 3 Audited Enrollment	50	48
PCSB	Grade 4 Audited Enrollment	50	
PCSB	Grade 5 Audited Enrollment	50	
PCSB	Grade 6 Audited Enrollment	47	
PCSB	Grade 7 Audited Enrollment	50	
PCSB	Grade 8 Audited Enrollment	47	

Teacher Employment Data			
		4th Street	Young
School	Number of Teachers	42	21
School	Teacher Attrition Rate	23.80%	28.57%
School	Average Teacher Salary	\$70,374	
School	Teacher Salary Minimum	\$56,536	
School	Teacher Salary Maximum	\$84,036	

Teacher Qualifications	
School	<p>Of all of the instructional staff at Two Rivers at <b>4th Street</b>, which includes lead teachers, specials teachers, and special educators, 98% have earned a Bachelor's degree or higher, and 70% have earned a Master's degree or higher.</p> <p>Of all of the instructional staff at Two Rivers at <b>Young</b>, which includes lead teachers, specials teachers, and special educators, 100% have earned a Bachelor's degree or higher, and 73% have earned a Master's degree or higher.</p>

Student Attendance Data			
		4th Street	Young
School	Total number of instructional days	177	177
PCSB	Suspension Rate	5.3%	4.2%
PCSB	Expulsion Rate	0.00%	0.00%
PCSB	Instructional Time Lost to Discipline	0.07%	0.04%
PCSB	In-Seat Attendance	93.2%	93.3%
PCSB	Midyear Withdrawals	3.2%	0.7%
PCSB	Midyear Entries	1.1%	0.7%
PCSB	Promotion Rate	98.7%	

Teacher Tenure			
		4th Street	Young
School	New to Two Rivers for 2017	8	4
School	1 to 3 years at TR	17	8
School	4 or more years at TR	16	10

# School Staff

Network Staff	
David Nitkin	Interim Executive Director
Sarah Richardson	Chief Financial Officer
Khizer Husain	Chief of Staff
Maggie Bello	Chief Academic Officer
Caroline Mwendwa-Baker	4th Street Elementary School Principal
Rossana Mahvi	4th Street Elementary School Assistant Principal
Jennifer McCormick	Middle School Principal
Janine Gomez	Middle School Assistant Principal
NaKeisha Jones-Helton	Dean of Students and Families
Guye Turner	Young Elementary School Principal
Ann Selzer	Young Elementary School Assistant Principal
Jeff Heyck-Williams	Director of Curriculum and Instruction
Gail Williams	Director of Operations
Laura Lorenzen	Director of Student Support
Dawnyela Meredith	Director of Alumni & Community Relations
Chantele Martin	Director of Development
Cassidy Weitman	Development Associate
Chelsie Jones	Instructional Guide
Elaine Hou	Instructional Guide
Genifer Salandy	Special Education Coordinator
Shanon Redman	Special Education Coordinator
Lynn Moluf	Program Associate
Jamal Freeman	Program Associate
Julie Shepperson	Registrar
Corinne Wilkinson	Registration Systems Manager
Mary Gornick	Business Manager
Laura Sparks	Executive Assistant
Tameka Faison	Assistant Director of Operations
Melanie Jacobs	Operations Associate
Cynthia Pope	Operations Associate
Pretrece Smith	Operations Associate
Brea Steele	Operations Associate
Danielle Champ	Operations Associate
Alysha Brown	Operations Associate
Sherry Finney-Holland	School Nurse - Young

4th Street Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER		ASST. TEACHER
Donna James	PS	Dilenia Dilone-Abreu
Kendall Doyle	PS	Danell Johnson
Samantha Bertocchi	PK	Allegra Hall
Jazmin Hartfield	PK	Evette Gibbs
Kai Blackwood	K	Lee Price
Rachel Owens	K	Christina Radden
Tamela Odom	1	Mia Ballard
Meghan Sanchez	1	Ayawnie Wingate
JoAnna Hickmott	2	Christel Davis
Alice McNeill	2	Davon Evans
Bethany Jenkins	3	Catherine Oliver-Hylton
Taryn Peacock	3	Terrell Hawkins
Julia Tomasko	4	Kiki Saveriano
Max Williams	4	Sarah Beth Alcabes
Kathryn Mancino	5	Suzanne Ray
Antoinette Smith	5	Victoria Richwine
	Float	Cheyenne Scarver
	Float	Louise Rigdon
	Float	Shawn Scileppi-Gonzales

Young Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER		ASST. TEACHER
Hannah Rosen	PS	Fatima Graham
Helen Gasperetti	PS	Katelyn Lucas
Maria Nguyen	PK	Ajulu Oluka
Sherrie Nesbitt	PK	Cheryl Ouzts
Jennia Holmes	K	Re'Jeanne Johnson
Jane Yang	K	Christine Nwosu
Jessica Cisneros	1	Lakeisha Watson
Susan Freye	1	KC Fletcher
Lindsay Brown	2	Zeke Leeds
Manda Kelley	2	Tyrone Ferrell
Jen Gist	3	Nathan Branddii
Caroline Graebe	3	Julian Wilson
	Float	Oni Crawford

# School Staff

<b>Middle School Instructional Staff</b>	
Mo Chamble Thomas	Language Arts
Carolina Riveros-Ruenes	Language Arts
Monica Powell	Language Arts
Jill Clark	Social Studies
Lawrence Chien	Mathematics
William Day	Mathematics
Mark Walth	Mathematics
Lashaunda Robinson	Expeditions
McKenzie Baecker	Science

<b>Counselors and Specialists</b>	
Sasha Clayton	Counselor
Iyamide House	Counselor
Leonardine Pacombe	Counselor
Elizabeth LeBoo	ELL Teacher

<b>Special Education Teachers</b>	
Stephanie Cade	Beth Calano
Peter Gamber	Francine Perry
Lesley Riddick	Shannon Schmidt
Ama Teasdel	Rebecca Wenstrom
Katrina Delaney	Teruko Garnett
Nicole Wood	Shannon Kelley
Sandra Vanderbilt	

<b>Subject Specials</b>	
Leah Carpenter	Art
Gibbs Hilaire	Physical Education - Young
Delonte Johnson	Physical Education - 4th Street
Tarik Cranston	Physical Education - Middle School
Tanya Coyne	Music
Monica Kurtz	Music
Claudia Andrade	Spanish - Middle School
Cody Encarnacion	Spanish - 4th Street
Elizabeth Dilone	Spanish - Young
Suzanne Katz	Drama - ES/Young
Tonia Vines	Drama - ES/MS

# Board of Trustees

During the 2017-2018 school year, the Board of Trustees for Two Rivers Public Charter School was comprised of the following members:

**Grace Aduroja\***

**Clara Haskell Botstein\*** - Chair

**Ann Gosier\***

**Adrian Jordan\***  
*Two Rivers Parent*

**Ali Khawar\*** - Secretary

**Reem Labib\***

**Jason Miller\*** - Treasurer  
*Two Rivers Parent*

**David Nitkin\*** - Ex Officio

**Senthil Sankaran\***

**Eli Schlam\***

**Stephen Spaulding\***

**Justin Valentine\*** - Vice Chair

**Tim'm West**

\* Resident of the District of Columbia

# Finance

## *Financial Statement and Budget*

Please find Two Rivers' 2016-17 unaudited financial statement and approved 2017-18 budget following this page of the report.



## Income Statement

Two Rivers  
July 2017 through June 2018

Income Statement	Year-To-Date (YTD)		Annual
	Actual	Budget	Budget
<b>Revenue</b>			
A. Local Revenue			
01. Per Pupil Charter Payments	12,442,379	12,272,350	12,272,350
02. Per Pupil Facilities Allowance	2,592,495	2,592,495	2,592,495
04. Other Government Funding/Grants	286,800	62,714	62,714
Total A. Local Revenue	15,321,674	14,927,559	14,927,559
B. Federal Revenue			
03. Federal Entitlements	250,499	255,169	255,169
04. Other Government Funding/Grants	574,717	864,713	864,713
Total B. Federal Revenue	825,216	1,119,881	1,119,881
C. Other Revenue			
05. Private Grants and Donations	755,952	522,900	522,900
07. Other Income (please describe in footnote)	168,525	123,903	123,903
Total C. Other Revenue	924,478	646,803	646,803
Total Revenue	17,071,368	16,694,243	16,694,243
<b>Expenses</b>			
D. Personnel Salaries and Benefits			
08. Principal/Executive Salary	1,061,671	1,089,629	1,089,629
09. Special Education Salaries	835,502	829,337	829,337
09. Teachers Salaries	3,502,752	3,521,544	3,521,544
10. Teacher Aides/Assistance Salaries	976,294	1,001,956	1,001,956
11. Other Education Professionals Salaries	769,269	862,840	862,840
12. Business/Operations Salaries	406,864	461,477	461,477
13. Clerical Salaries	222,602	218,650	218,650
15. Other Staff Salaries	203,681	210,560	210,560
16. Employee Benefits	1,526,199	1,627,094	1,627,094
17. Contracted Staff	184,455	78,000	78,000
18. Staff Development Expense	112,068	156,900	156,900
Total D. Personnel Salaries and Benefits	9,801,357	10,057,987	10,057,987
E. Direct Student Expense			
19. Textbooks	6,843	33,321	33,321
20. Student Supplies and Materials	172,770	169,895	169,895
21. Library and Media Center Materials	67,057	42,359	42,359
22. Student Assessment Materials	56,794	63,284	63,284
23. Contracted Student Services	1,273,284	1,315,735	1,315,735
24. Miscellaneous Student Expense **	157,533	198,305	198,305
Total E. Direct Student Expense	1,734,280	1,822,899	1,822,899
F. Occupancy Expenses			
25. Rent	55,973	55,973	55,973
26. Building Maintenance and Repairs	87,584	70,000	70,000
27. Utilities	321,116	344,850	344,850
29. Contracted Building Services	511,464	575,600	575,600
Total F. Occupancy Expenses	976,136	1,046,422	1,046,422
G. Office Expenses			
30. Office Supplies and Materials	50,279	72,196	72,196
31. Office Equipment Rental and Maintenance	25,829	18,375	18,375
32. Telephone/Telecommunications	73,341	81,602	81,602
33. Legal, Accounting and Payroll Services	244,074	203,046	203,046
34. Printing and Copying	4,452	18,881	18,881
35. Postage and Shipping	3,474	8,352	8,352
36. Other	57,476	60,839	60,839
Total G. Office Expenses	458,926	463,291	463,291
H. General Expenses			
36. Other	120,311	133,529	133,529
37. Insurance	74,922	74,749	74,749
38. Transportation	887	915	915
39. Food Service	292,852	310,134	310,134
40. Administration Fee (to PCSB)	139,060	145,902	145,902
42. Other General Expense	490,474	335,198	335,198
43. Unforeseen Expenses	0	209,000	209,000
Total H. General Expenses	1,118,505	1,209,428	1,209,428
Total Expenses	14,089,204	14,600,028	14,600,028
Operating Income	2,982,164	2,094,215	2,094,215
<b>Extraordinary Expenses</b>			
I. Other Expenses			
44. Depreciation Expense	1,061,518	1,147,507	1,147,507
45. Interest Payments	1,093,631	1,046,207	1,046,207
Total I. Other Expenses	2,155,149	2,193,714	2,193,714
Total Extraordinary Expenses	2,155,149	2,193,714	2,193,714
Net Income	827,015	(99,499)	(99,499)
<b>Cash Flow Statement</b>			
Net Income	827,015	(99,499)	(99,499)
<b>Cash Flow Adjustments</b>			
Cash Flow Adjustments			
Financing Activities	(558,799)	(536,653)	(536,653)
Investing Activities	596,199	620,507	620,507
Operating Activities	(161,809)	(142,638)	(142,638)
Total Cash Flow Adjustments	(124,409)	(58,784)	(58,784)
Total Cash Flow Adjustments	(124,409)	(58,784)	(58,784)
Change in Cash	702,606	(158,283)	(158,283)

## Balance Sheet

Two Rivers

As of June 30, 2018

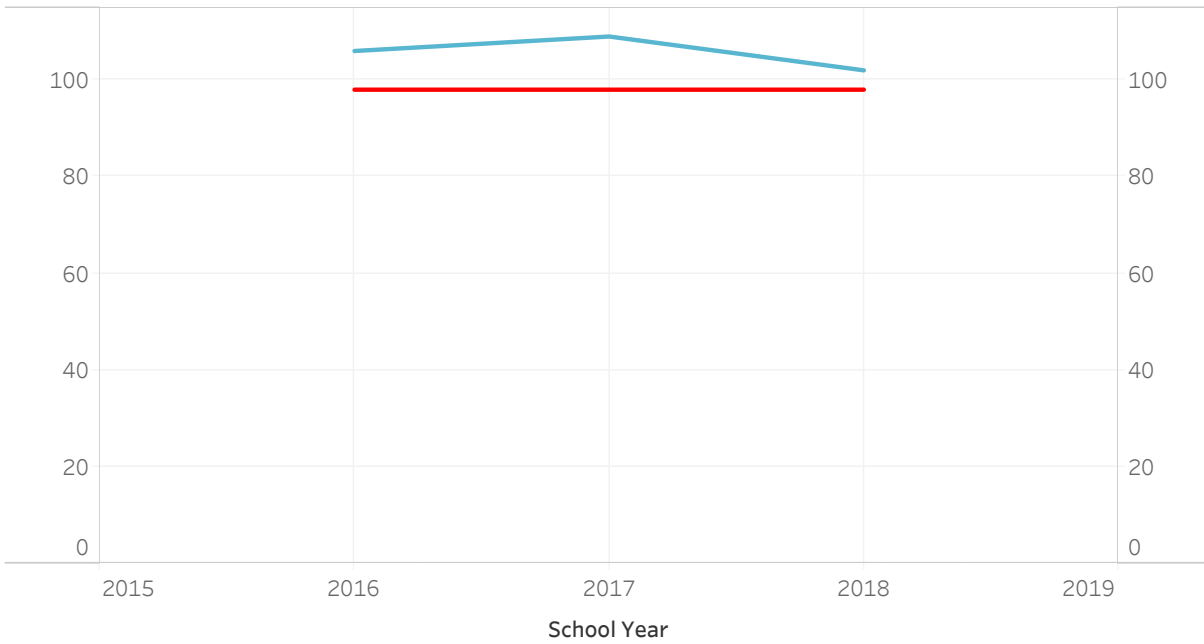
Balance Sheet	6/30/18
<b>Assets</b>	
<b>Current Assets</b>	
Cash	5,788,840
Accounts Receivable	648,190
Other Current Assets	267,904
Intercompany Transfers	29,879
Cash-Restricted	259,670
Total Current Assets	6,994,483
<b>Noncurrent Assets</b>	
Facilities, Net	26,495,140
Operating Fixed Assets, Net	310,701
Rental Deductions	0
Total Noncurrent Assets	26,805,841
Total Assets	33,800,324
<b>Liabilities and Equity</b>	
<b>Current Liabilities</b>	
Accounts Payable	373,744
Other Current Liabilities	1,025,621
Accrued Salaries and Benefits	125,475
Total Current Liabilities	1,524,840
<b>Equity</b>	
Unrestricted Net Assets	5,500,994
Net Income	827,015
Temporarily Restricted Net Assets	523,916
Total Equity	6,851,925
<b>Long-Term Liabilities</b>	
Other Long-Term Liabilities	(721,101)
Senior Debt	26,144,661
Total Long-Term Liabilities	25,423,559
Total Liabilities and Equity	33,800,324

## Two Rivers Public Charter School

### FY19 Annual Budget

	Annual Budget
<b>REVENUE</b>	
Per Pupil Charter Payments - General Education	10,121,614
Per Pupil Charter Payments - Categorical Enhancements	3,231,592
Per Pupil Facilities Allowance	2,793,101
Federal Funding	419,033
Other Government Funding/Grants	1,145,968
Private Grants and Donations	486,268
Activity Fees	-
In-kind revenue	61,095
Other Income	153,995
<b>TOTAL REVENUES</b>	<b>18,412,665</b>
<b>FUNCTIONAL EXPENSES</b>	
<b>Personnel Salaries and Benefits</b>	
Principal/Executive Salary	1,132,695
Teachers Salaries	4,923,244
Special Education Salaries	1,066,369
Other Education Professionals Salaries	1,044,257
Business/Operations Salaries	503,237
Administrative/Other Staff Salaries	586,529
Employee Benefits and Payroll Taxes	1,845,351
<b>Subtotal: Personnel Expense</b>	<b>11,101,683</b>
<b>Direct Student Expense</b>	
Educational Supplies and Textbooks	224,640
Student Assessment Materials/Program Evaluation	69,436
Contracted Student Services	1,253,292
Food Service	319,602
Other Direct Student Expense	282,372
<b>Subtotal: Direct Student Expense</b>	<b>2,149,340</b>
<b>Occupancy Expenses</b>	
Rent	55,973
Depreciation (facilities only)	1,257,609
Interest (facilities only)	1,128,272
Building Maintenance and Repairs	72,100
Contracted Building Services	770,828
Other Occupancy Expenses	348,605
<b>Subtotal: Occupancy Expenses</b>	<b>3,633,387</b>
<b>General and Administrative Expenses</b>	
Office Supplies and Materials	78,391
Office Equipment Rental and Maintenance	29,354
Telephone/Telecommunications	88,604
Legal, Accounting and Payroll Services	208,590
Insurance	81,161
Transportation	1,222
Professional Development	180,000
PCSB Administrative Fee	161,338
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	206,899
Other General Expense	846,589
<b>Subtotal: General Expenses</b>	<b>1,882,148</b>
<b>TOTAL EXPENSES</b>	<b>18,766,557</b>
<b>Operating Revenue/Expense</b>	<b>(353,892)</b>
<b>NET INCOME</b>	<b>(353,892)</b>

## Two Rivers Public Charter School-4th Street Campus Progress Report Totals

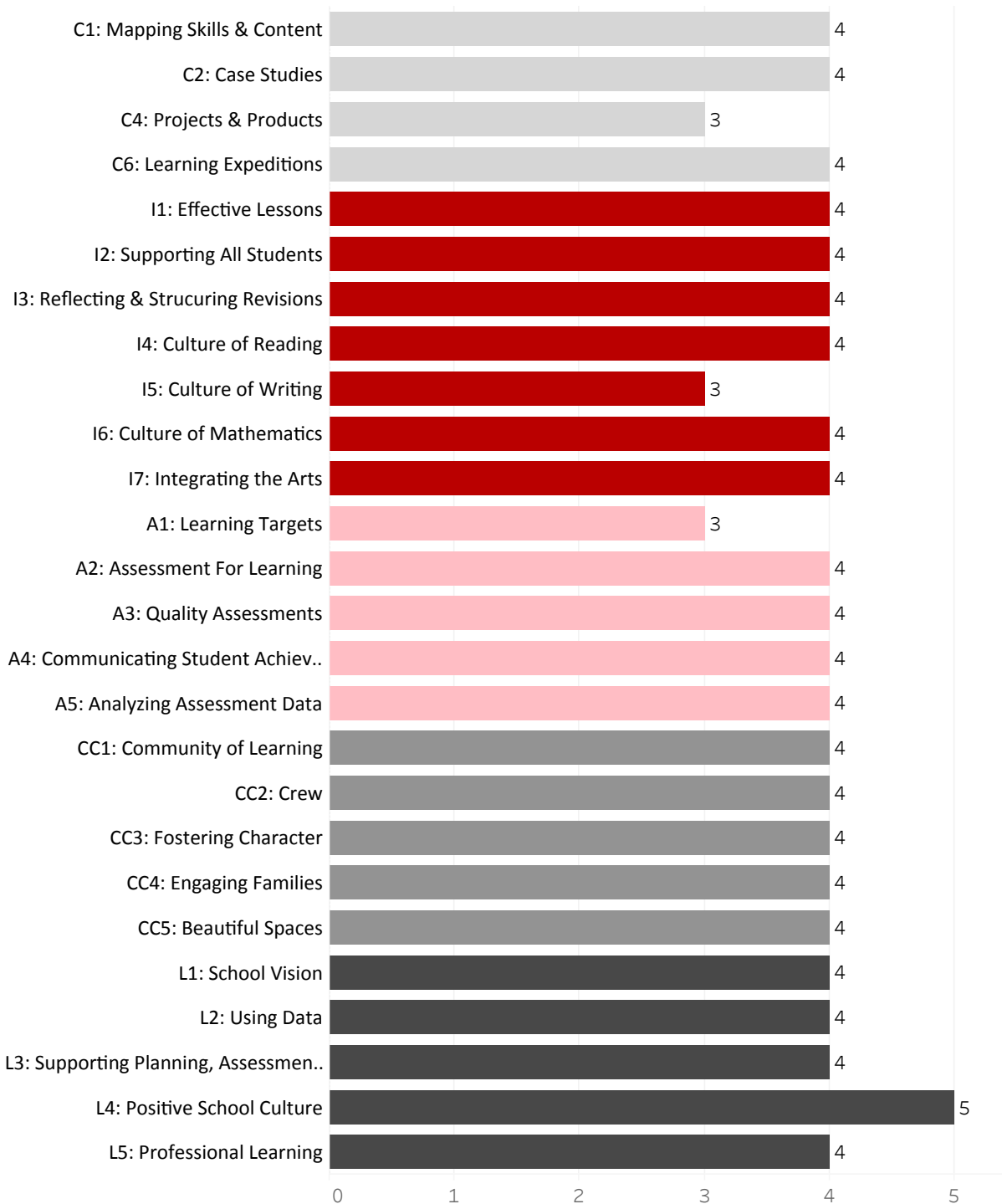


**Measure Names**

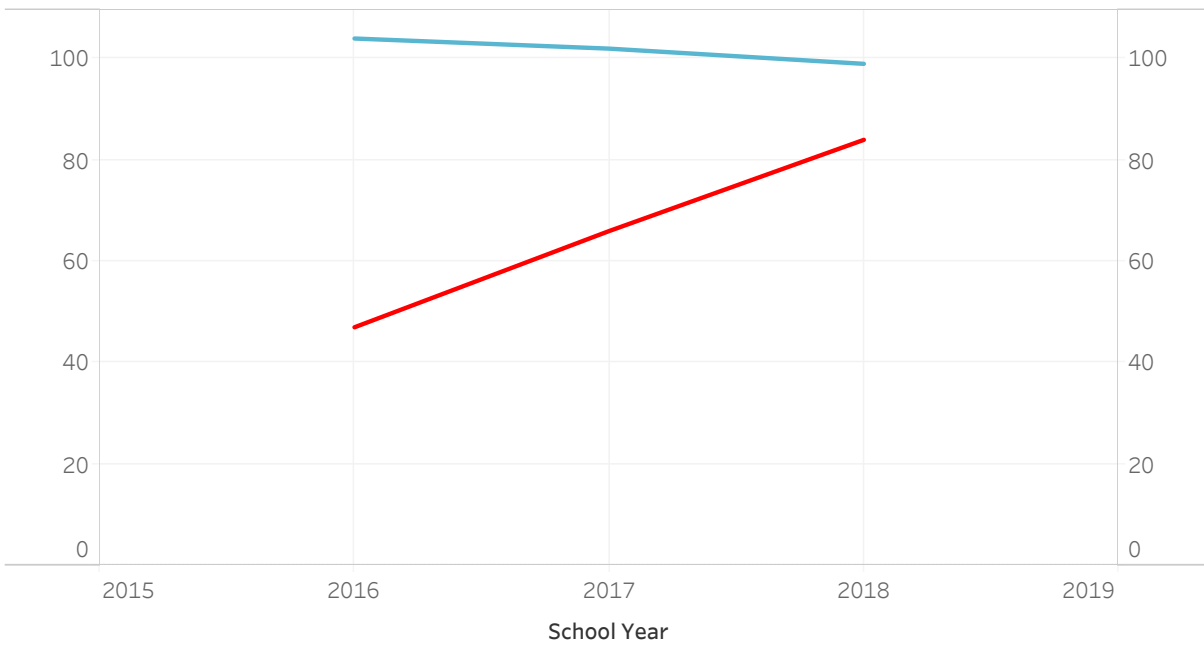
- IR Target
- IR Total

	2016	2017	2018
IR Total	106	109	102
IR Target	98	98	98

## Two Rivers Public Charter School-4th Street Campus 2018 Implementation Review Scores



## Two Rivers Public Charter School-Young Campus Progress Report Totals



**Measure Names**

- IR Target
- IR Total

	2016	2017	2018
IR Total	104	102	99
IR Target	47	66	84

## Two Rivers Public Charter School-Young Campus 2018 Implementation Review Scores

